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ABSTRACT

This newsletter theme issue presents highlights from the "Seventeenth Annual Report to Congress" on the implementation, impact, and effectiveness of the Individuals with Disabilities Education Act (IDEA). It presents 19 tables and 1 figure reproduced from the annual report. The issue covers: (1) funding for IDEA Part B and Chapter 1 of the Elementary and Secondary Education Act; (2) child count data, by year from 1976-77 to 1993-94, by disability category, by age, and by state; (3) placement (data on students served in different educational environments); (4) exit (data on number and percentage of students exiting educational programs by disability); (5) personnel (data for special education teachers and other personnel); (6) infants, toddlers, and preschool children (number receiving early intervention services by state); (7) relationship of secondary school experiences to the early post-school results of youth with disabilities; (8) state and national assessments of students with disabilities; (9) special education finance; (10) assisting states and localities; and (11) serving students with disabilities in rural areas. (DB)

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Summary of the 17th Annual Report to Congress on Special Education.

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# LIAISON bulletin ...

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# SUMMARY OF THE 17TH ANNUAL REPORT TO CONGRESS ON SPECIAL EDUCATION

The *Seventeenth Annual Report to Congress* provides a detailed description of the activities related to the implementation of the Individuals With Disabilities Education Act (IDEA), and an assessment of the impact and effectiveness of the Act's requirements.

This issue of the *LIAISON Bulletin* presents highlights from the report and features the work of the National Center on Educational Outcomes (NCEO), the Center for Special Education Finance (CSEF), selected information from the National Longitudinal Transition Study of Special Education (NLTS), and unique challenges that rural special educators face in providing a free and appropriate education to students with disabilities living in rural areas. Selected tables of state reported data are also presented.

National statistics and analyses generated from reported state data submitted annually to the Office of Special Education Programs (OSEP) are provided.

The *Seventeenth Annual Report to Congress* is a comprehensive examination of the progress being made to implement the requirements mandated by IDEA, through activities being undertaken both by individual States and the Office of Special Education Programs of the U.S. Department of Education. The chief intentions of the Act are to:

- assist States in their implementation efforts;
- protect the rights of children with disabilities;
- assess and assure effectiveness of implementation activities.

The text of this *LIAISON Bulletin* is from the *17th Annual Report* to Congress; tables and figures have been reproduced in their entirety using their original titles and numbering. A copy of the full report can be obtained from the U.S. Department of Education, OSEP, Switzer Building, Room 3529, 400 Maryland Avenue, S.W., Washington, DC 20202.

## FUNDING: PART B AND CHAPTER I

Table 1.1 summarizes the amount of Part B Funding appropriated to States for FY 1977 through FY 1994. Funds appropriated under Part B have increased steadily from $251,770,000 in FY 1977 to $2,149,686,000 in FY 1994. During the same period, the average per child Part B allocation increased from $71 to $413.

At least 75 percent of a State's Part B funds must be distributed to local education agencies (LEAs) and intermediate education units (IEU's) to assist in the education of students with disabilities (34 CFR 300.706). The LEAs and IEUs are required to ensure that these funds do not supplant State and local expenditures, and that they are used for the excess cost of providing special education and related services to students with disabilities. SEAs are permitted to set aside up to 25 percent of the Part B Grant for their own use.

Chapter 1 of the Elementary and Secondary Education Act (ESEA) had provided funds to the States to assist in the education of students with disabilities in State-operated or State-supported programs (SOPs) since 1965. A 1975 amendment allowed States to count children who had transferred from SOP programs to LEA programs. Table 1.2 shows the total amount of funds distributed and the average per child allocation for Chapter 1 (SOP) and its predecessor programs for FY 1966-94. This program was not reauthorized under the Improving America's Schools Act that reauthorized ESEA. Beginning July 1, 1995, funding for services to all eligible children and youth age 3 through 21 will be provided under IDEA, Part B.

Combined Part B and Chapter 1 (SOP) increased by $87,440,304, or 4.0 percent, in FY 94. Part B funding increased by $96,956, 000, or 4.7 percent. Chapter 1 (SOP) funding decreased by $9,515,696, or 7.5 percent.


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| Appropriation Year | Part B State Grants[a] | Per Child Allocation |
|---|---|---|
| 1977 | $ 251,770,000 | $ 71 |
| 1978 | 566,030,000 | 156 |
| 1979 | 804,000,000 | 215 |
| 1980 | 874,190,000 | 227 |
| 1981 | 874,500,000 | 219 |
| 1982 | 931,008,000 | 230 |
| 1983 | 1,017,900,000 | 248 |
| 1984 | 1,068,875,000 | 258 |
| 1985 | 1,135,145,000 | 272 |
| 1986 | 1,163,282,000 | 279 |
| 1987 | 1,338,000,000 | 316 |
| 1988 | 1,431,737,000 | 332 |
| 1989 | 1,475,449,000 | 336 |
| 1990 | 1,542,610,000 | 343 |
| 1991 | 1,854,186,000 | 400 |
| 1992 | 1,976,095,000 | 410 |
| 1993 | 2,052,730,000 | 411 |
| 1994 | 2,149,686,000 | 413 |

a/These figures include amounts appropriated to Micronesia and the Marshall Islands. The data in Appendix Table AG1 do not include these figures.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

| Fiscal Year | Chapter 1 (SOP) State Grants | National Average Per Child Allocation[a] |
|---|---|---|
| 1966 | $ 12,467,000 | $243 |
| 1967 | 15,078,000 | 182 |
| 1968 | 24,747,000 | 283 |
| 1969 | 29,781,000 | 309 |
| 1970 | 37,483,000 | 339 |
| 1971 | 46,130,000 | 379 |
| 1972 | 56,381,000 | 428 |
| 1973 | 75,962,000 | 481 |
| 1974 | 85,778,000 | 515 |
| 1975[b] | 183,733,000 | 1028 |
| 1976 | 111,433,000 | 592 |
| 1977 | 121,591,000 | 604 |
| 1978 | 132,492,000 | 592 |
| 1979 | 143,353,000 | 635 |
| 1980 | 145,000,000 | 620 |
| 1981 | 152,625,000 | 626 |
| 1982 | 146,520,000 | 604 |
| 1983 | 146,520,000 | 596 |
| 1984 | 146,520,000 | 593 |
| 1985 | 150,170,000 | 587 |
| 1986 | 143,713,000 | 572 |
| 1987 | 150,170,000 | 588 |
| 1988 | 151,269,000 | 578 |
| 1989 | 148,200,000 | 557 |
| 1990 | 146,389,000 | 545 |
| 1991 | 148,859,000 | 561 |
| 1992 | 143,000,000 | 524 |
| 1993 | 126,393,696 | 432 |
| 1994 | 116,878,000 | 387 |

a/ Actual per child allocations vary from State to State.

b/ The Chapter 1 (SOP) funds for FY 1966-74 were for use in the fiscal year of appropriation. However, befinning in FY 1975, funds were to be used in the next fiscal year. As a result, the appropriation in FY 1975 was for funds to be used in both FY 1875 and FY 1976.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).



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## CHILD COUNT

A total of 5,373,077 infants, toddlers, children and youth with disabilities from birth through age 21 were served under Part B and Chapter 1 (SOP) during the 1993-94 school year, 217,127 (4.2 percent) more than 1992-93 (see Table 1.3). This is the largest yearly increase since the inception of the two programs in 1976.

Respectively, Part B and Chapter 1 (SOP) programs served 209,073 and 8,054 more children and youth in 1993-94. The Part B and Chapter 1 (SOP) programs differed with regard to the number of students served and the relative proportions of students served across the various disability categories. Of the total number of children and youth from birth through age 21 served during the 1993-94 school year, 5,095,514 (94.8 percent) were served under Part B and 277,563 (5.2 percent) were served under Chapter 1 (SOP).

Part B and Chapter 1 (SOP) served 4,786,065 students age 6 through 21 during the 1993-94 school year. The number of students in each disability category is reported in Table 1.6. Because the 1986 amendments to EHA P.L. 99-457, (now IDEA), ended the practice of collecting data on children from birth through age 5 by disability, the information in this section refers only to children age 6 through 21.

Students with specific learning disabilities continue to account for more than half of all students with disabilities (51.1 percent). During the 1993-94 school year, 2,444,020 students with specific learning disabilities were served under Part B and Chapter 1 (SOP), 3.3 percent (77,526) more than in 1992-93. Students with speech or language impairments (21.1 percent), mental retardation (11.6 percent), and serious emotional disturbance (8.7 percent) make up an additional 41.4 percent of all students with disabilities age 6 through 21.

The increases within several disability categories were proportionately greater than the 3.5 percent increase across all disability categories (see Table 1.6). The largest increase occurred in the students with traumatic brain injury category, which increased from 3,960 to 5,295 (33.7 percent). Significant increases also occurred in the categories of students with other health impairments (26.1 percent) and autism (21.3 percent).

The size of the increases in the number of students with autism or traumatic brain injury is probably related to the fact that these reporting categories were only recently established. The 1993-94 school year was only the second year States were required to report the student count in these categories. Also many States reported that these increases occurred because enhanced technical assistance enabled districts to improve their ability to report students in these two Federal disability categories. The increase in the number of students with other health impairments appears to be the result of growth in the service population. Specifically, the number of students with attention deficit disorder (ADD) appears to be increasing.

Table 1.3 Children and Youth Served Under Part B and Chapter 1 (SOP): Percentage Change and Number Served, School Years 1976-77 through 1993-94

| School Year | Change in Total Number Served from Previous Year (%) | Total Served | Part B | Chapter 1 (SOP) |
|---|---|---|---|---|
| 1976-77 | -- | 3,708,601 | 3,484,756 | 223,832 |
| 1977-78 | 1.8 | 3,777,286 | 3,554,554 | 222,732 |
| 1978-79 | 3.8 | 3,919,073 | 3,693,593 | 225,480 |
| 1979-80 | 3.0 | 4,036,219 | 3,802,475 | 233,744 |
| 1980-81 | 3.5 | 4,177,689 | 3,933,981 | 243,708 |
| 1981-82 | 1.3 | 4,233,282 | 3,990,346 | 242,936 |
| 1982-83 | 1.5 | 4,298,327 | 4,052,595 | 245,732 |
| 1983-84 | 1.0 | 4,341,399 | 4,094,108 | 247,291 |
| 1984-85[b] | 0.5 | 4,363,031 | 4,113,312 | 249,719 |
| 1985-86 | 0.2 | 4,370,244 | 4,121,104 | 249,140 |
| 1986-87 | 1.2 | 4,421,601 | 4,166,692 | 254,909 |
| 1987-88 | 1.4 | 4,485,702 | 4,226,504 | 259,198 |
| 1988-89 | 1.8 | 4,568,063 | 4,305,690 | 262,373 |
| 1989-90 | 2.4 | 4,675,619 | 4,411,681 | 263,938 |
| 1990-91 | 2.8 | 4,807,441 | 4,547,368 | 260,073 |
| 1991-92 | 3.7 | 4,986,043 | 4,714,087 | 271,956 |
| 1992-93 | 3.4 | 5,155,950 | 4,886,411 | 269,509 |
| 1993-94 | 4.2 | 5,373,077 | 5,095,514 | 277,563 |

a/ From 1988-89 to the present, these numbers include children 3 through 21 years of age counted under Part B and children from birth to age 21 counted under Chapter 1 (SOP). Prior to 1988-89, children from birth through age 20 were served under Chapter 1 (SOP). The totals do not include infants and toddlers from birth through age 2 served under Part H who were not served under the Chapter 1 (SOP) program.

b/ Beginning in 1984-85, the number of children with disabilities reported for the most recent year reflects revisions to State data received by the Office of Special Education Programs between the July 1 grant award date and October 1. Updates received from States for previous years are included, so totals may not match those reported in previous Annual Reports to Congress. Before 1984-85, Reports provided data as of the grant award date.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).



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Table 1.6 Number and Percentage Change of Students Age 6 through 21 Served under Part B and Chapter 1 (SOP): School Year 1992-93 through 1993-94

| Disability | Total | | Change | |
|---|---|---|---|---|
| | 1992-93 | 1993-94 | Number | Percent |
| Specific learning disabilities | 2,366,494 | 2,444,020 | 77,526 | 3.3 |
| Speech or language impairments | 998,049 | 1,009,379 | 11,330 | 1.1 |
| Mental retardation | 532,365 | 553,992 | 21,627 | 4.1 |
| Serious emotional disturbance | 401,659 | 414,279 | 12,620 | 3.1 |
| Multiple disabilities | 103,279 | 109,746 | 6,467 | 6.3 |
| Hearing impairments | 60,616 | 64,249 | 3,633 | 6.0 |
| Orthopedic impairments | 52,588 | 56,616 | 4,028 | 7.7 |
| Other health impairments | 66,063 | 83,279 | 17,216 | 26.1 |
| Visual impairments | 23,544 | 24,935 | 1,391 | 5.9 |
| Autism | 15,580 | 18,903 | 3,323 | 21.3 |
| Deaf-blindness[a] | 1,394 | 1,372 | -22 | -1.6 |
| Traumatic brain injury | 3,960 | 5,295 | 1,335 | 33.7 |
| All disabilities | 4,625,591 | 4,786,065 | 160,474 | 3.5 |

a. 9,783 persons between the ages of birth to 21 have been identified by coordinators of the State and Multi-State Services for Children with Deaf-Blindness as required under [20 U.S.C §§1422(c)(1) and (2)].

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

## PLACEMENT

Each year, OSEP collects data from States and Outlying Areas on the number of students with disabilities served in each of six different educational environments: regular class, resource room, separate class, public or private separate school, public or private residential facility, and homebound/hospital placements. The data are collected by age group for students age 3 through 21 and by disability for students age 6 through 21.

During the last five years, the percentage of regular classroom placements reported by States increased by almost 10 percentage points (see Figure 1.1). The use of resource rooms has decreased and all other placement settings have remained stable. The increase in the number of students placed in regular classrooms may be attributed to changes in placements in California, Indiana, New York and Minnesota. The number of students in California reportedly served in regular classes increased almost 100 percent from 1991-92 to 1992-93, with similarly large decreases in resource room placements. State officials in California believe the shift is due primarily to improved data collection and reporting that better conforms to OSEP data collection requirements. Indiana, Minnesota, and New York all reported similar shifts in placement data and also attributed the shifts to improved data collection and reporting procedures that more accurately reflect federal guidelines.

In 1992-93, 39.8 percent of students with disabilities age 6 through 21 were served in regular classroom placements under Part B and Chapter 1(SOP). An additional 31.7 percent were served in resource rooms, and 23.5 percent were served in separate classes in regular school buildings. Fully 95 percent of students with disabilities were served in regular school buildings. Of those students served in separate facilities, 3.7 percent were served in separate day schools for students with disabilities, 0.8 percent were served in residential facilities, and 0.5 were served in home/hospital settings.

Educational placements for students with disabilities vary a great deal by age group. Students age 6 through 11 are most likely to be served in regular classroom settings. Almost 50 percent of students with disabilities age 6 through 11 are served in regular classrooms, compared to 30 percent for students age 12 through 17, and 23 percent for students age 18 through 21.

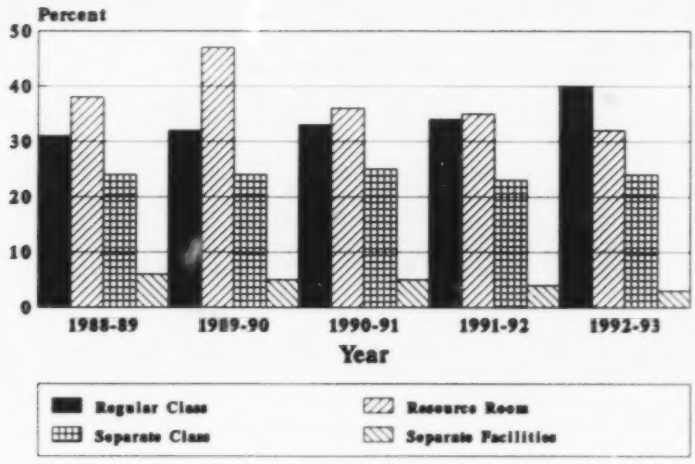
Placement patterns differ considerably by disability. Data for 1992-93 indicate that students with speech or

language impairments were served almost exclusively in regular classroom settings (81.8 percent) and resource rooms (10.7 percent). Students with specific learning disabilities, other health impairments, and serious emotional disturbance were generally served in regular schools, regular classes, resource rooms, and separate classes. Students with mental retardation continued to be served primarily in resource rooms and separate classrooms.

Students with hearing or visual impairments were served in a wide variety of settings. Twenty-nine percent of students with hearing impairments and 45 percent of students with visual impairments were served in regular classrooms. Twenty-three percent of students with hearing impairments and 15 percent of students with visual impairments were served in separate school, residential facilities, and homebound/hospital settings.

Students with multiple disabilities, autism, deaf-blindness, and traumatic brain injury were typically served in more restrictive settings than students with other disabilities.

Figure 1.1 Percentage of Students Age 6 through 21 with Disabilities Served in Different Educational Environments: School Years 1988-89 through 1992-93




Source: U.S. Department of Education, Office of Special Education, Data Analysis System (DANS).

## EXIT

In 1992, OSEP began changing the way it collected data on students with disabilities exiting educational programs. Since 1984-85, OSEP had collected data from States on the number of students age 14 and older exiting the school system by age and disability. In 1992, OSEP distributed to States a revised data format along with the format used since 1984-85. States and Outlying Areas were allowed to choose which format to complete. Twenty-two states used the new form in 1992-93. The 1992-93 data are reported in this section.

Because some states used the optional new format to report exiting data, and some used the old format, national totals could be computed only for those categories that remained unchanged from previous years. These included graduation with a diploma, graduation with a certificate, and reached maximum age for services. As shown in Table 1.9, 7.2 percent of all students with disabilities age 14 and older graduated with a diploma in 1992-93. Students with deaf-blindness (11.8 percent), visual impairments (10..2 percent), or traumatic brain injury (9.7 percent) were most likely to graduate with a diploma. Students with autism (2.3 percent) and multiple disabilities (4.1 percent) were least likely to graduate. While these percentages are based on all students with disabilities age 14 and older served under IDEA and Chapter 1 (SOP), the number of students with traumatic brain injuries, autism, and multiple disabilities is quite small. As a result, percentages may be subject to frequent change as the exit status of a few students can alter the national percentage of students with these low incidence disabilities in each exit category.

| Table 1.9 Number and Percentage of Students 14 and Older Exiting Educational Programs, By Disability: School Year 1992-93 | | | | |
|---|---|---|---|---|
| | Graduated with Diploma | Graduated with Certificate | Reached Maximum Age | Child Count 14+ |
| Specific learning disabilities | 8.0 (69,309) | 2.0 (17,156) | 0.1 (746) | 869,769 |
| Speech or language impairments | 7.8 (3,516) | 1.1 (514) | 0.3 (116) | 45,297 |
| Mental retardation | 5.4 (12,718) | 4.8 (11,305) | 1.1 (2,662) | 234,676 |
| Serious emotional disturbance | 5.8 (10,411) | 1.4 (2,474) | 0.3 (583) | 181,031 |
| Multiple disabilities | 4.1 (1,494) | 3.1 (1,116) | 1.8 (642) | 36,416 |
| Hearing impairments | 8.7 (1,851) | 3.1 (660) | 0.2 (41) | 21,245 |
| Orthopedic impairments | 9.0 1,451) | 2.6 (421) | 0.7 (117) | 16,094 |
| Other health impairments | 8.2 (1,815) | 2.8 (627) | 0.3 (65) | 22,207 |
| Visual impairments | 10.2 (872) | 3.0 (260) | 0.4 (31) | 8,504 |
| Autism | 2.3 (114) | 2.2 (110) | 1.2 (62) | 4,947 |
| Deaf-blindness | 11.8 (68) | 11.1 (64) | 3.1 (18) | 575 |
| Traumactic brain injury | 9.7 (182) | 1.3 (25) | 0.7 (13) | 1,886 |
| All disabilities | 7.2 (103,801) | 2.4 (34,732) | 0.4 (5,096) | 1,442,647 |

a/ Percentages presented in this table are calculated based on the total number of students with disabilities age 14 and older. They are not comparable to percentages presented in previous Annual Reports to Congress.

Source: U.S. Department of Education, Office of Special Education, Data Analysis System (DANS).

## PERSONNEL

During the 1992-93 school year, 311,201 special education teachers were employed (see Table 1.12), slightly more (.7%) than in 1991-92. These figures do not include regular classroom teachers and other staff who provide services to students with or without disabilities as part of the regular education program.

The largest special education teacher category in school year 1992-93 was the specific learning disabilities category. Nearly one-third of the special education teachers employed to serve students with disabilities age 6 through 21 taught students with specific learning disabilities (98,125 FTE or 31.5%). The next largest category of special education teachers (73,852 FTE, or 23.7%) taught students in cross-categorical classes, where students with a variety of disabilities are served. The largest percentage of increases in special education teachers occurred among teachers serving students with autism or traumatic brain injury. This is not surprising, since 1992-93 was the first year States were required to report the number of teachers serving students in those categories. Reporting was optional for those two disability categories in 1991-92.

In 1992-93, 320,420 personnel other than special education teachers worked with students with disabilities age 3 through 21 (Table 1.13). Teacher's aides accounted for 55.7 percent of all staff other than special education teachers. This percentage has remained relatively stable over the last 5 years.

States reported in 1992-93 that they needed 25,829 FTE teachers to fill funded vacancies and replace teachers who were not fully certified. This is 5.3 percent less than the number of teachers needed in 1991-92. States also reported needing 5,000 FTE teacher aides to fill vacancies and to replace personnel who were not fully certified or licensed. As in previous years, States also reported needing sizeable numbers of psychologists (1,215), other nonprofessional staff (1,234), and supervisors and administrators at the LEA level (1,176).

## Table 1.12 Special Education Teachers Employed to Serve Students Age 6 through 21 Served Under Part B and Chapter 1 (SOP): School Year 1992-93

| Disability | FTE Teachers |
|---|---|
| Specific learning disabilities | 98,125 |
| Speech or language impairments | 41,208 |
| Mental retardation | 43,106 |
| Serious emotional disturbance | 29,684 |
| Multiple disabilities | 7,732 |
| Hearing impairments | 6,913 |
| Orthopedic impairments | 3,443 |
| Other health impairments | 2,136 |
| Visual impairments | 2,964 |
| Autism | 1,652 |
| Deaf-blindness | 170 |
| Traumatic brain injury | 217 |
| Cross-categorical[a] | 73,852 |
| Total | 311,201 |

a/ Teachers in cross-categorical programs teach classes with students having varying disabilities.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

## Table 1.13 Special Education Personnel Other Than Special Education Teachers Employed and Needed to Serve Students with Disabilities Age 3 through 21: School Year 1992-93

| Type of Personnel | FTE Personnel Employed | FTE Personnel Needed[a] |
|---|---|---|
| School social worker | 9,658 | 590 |
| Occupational therapists | 4,973 | 749 |
| Recreational therapists | 389 | 107 |
| Physical therapists | 3,504 | 583 |
| Teacher aides | 178,532 | 5,000 |
| Physical education teachers | 5,283 | 364 |
| Supervisors/administrators (LEA) | 15,791 | 1,176 |
| Other non-instructional staff | 24,772 | 1,284 |
| Psychologists | 20,138 | 1,215 |
| Diagnostic staff | 7,178 | 468 |
| Audiologists | 883 | 83 |
| Work study coordinators | 1,568 | 358 |
| Vocational education teachers | 4,481 | 313 |
| Counselors | 7,297 | 449 |
| Supervisors/administrators (SEA) | 1,064 | 130 |
| Non-professional staff | 34,908 | 1,234 |
| Total FTE | 320,420 | 14,103 |

a/ These figures include: (1) the number of unfilled vacancies in funded positions that occurred during the 1992-93 school year (12 months), and (2) the number of additional personnel that were needed during the 1992-93 school year (12 months) to fill positions occupied by persons who were not fully certified or licensed. These figures include additional personnel needed by public and private agencies.

Note: The total FTE may not equal the sum of the individual disability categories because of rounding.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).



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## INFANTS, TODDLERS, AND PRESCHOOL CHILDREN

To determine the number of infants and toddlers receiving early intervention services during 1993-94, OSEP collected data on December 1, 1993 from the States on infants and toddlers served in: (1) Chapter 1 (SOP) programs on December 1, 1993 or (2) any other type of early intervention program. States are required to submit a count of infants and toddlers served under Chapter 1 (SOP) in order to receive federal funding for those children. States are also required to submit an unduplicated count of all other children receiving early intervention services as a condition of their Part H grant award.

States and Outlying Areas reported to OSEP that on December 1, 1993, they were serving a total of 154,065 infants and toddlers with disabilities, or 1.3 percent of the entire birth through age 2 population. Chapter 1 (SOP) programs were serving 93,587 of the infants and toddlers, and 60,478 were receiving services under other early intervention programs. About 7 percent more infants and toddlers were receiving services in December 1993 than in December, 1992.

Table 2.3 shows the number of infants and toddlers served in each state under Chapter 1 (SOP) and all other programs as of December 1, 1993. Overall, 36 States served more infants and toddlers in 1993 than in 1992. The increase in the total number of infants and toddlers served was the result of a fairly large increase in the number served under Chapter 1 (SOP) programs (22.4 percent) and a 9.7 percent decrease in the number served in all other programs. More than half the increase in the number served under Chapter 1 (SOP) programs occurred in two States (Florida and New York).

States are awarded Preschool Grants Program funds based on the number of 3 through 5 year-old children with disabilities receiving special education and related services on December 1 of the previous year. Congress appropriated $339,257,000 in FY 1994 for the Preschool Grants Program, 4.1 percent more than the appropriation in FY 1993.

In December 1993, States and jurisdictions reported that they were providing special education and related services to 493,425 children with disabilities age 3 through 5 under the Preschool Grants Program and Chapter 1 (SOP). This was an increase of 37,896 (8.3 percent) over the number served in 1992-93, and represents 4.2 percent of the total population of 3 through 5-year-olds, as compared to 4.03 percent in 1992-93.

During the 1992-93 school year nearly 19,000 FTE special education teachers were employed to serve students age 3 through 5 with disabilities, 8.0 percent more than in the 1991-92 school year. States reported that an additional 2,209 FTE teachers were needed in the 1992-93 school year, 3 percent less than the number needed in the 1991-92.

**Table. 2.3 Number of Infants and Toddlers Receiving Early Intervention Services Under Chapter 1 (SOP) and Other Programs: December 1, 1993**

| State | Other Programs | Chapter 1 (SOP) | Birth through 2 Total | Population | Percentage of Population |
|---|---|---|---|---|---|
| Alabama | 414 | 780 | 1,194 | 181,899 | 0.66 |
| Alaska | 0 | 605 | 605 | 33,995 | 1.78 |
| Arizona | 637 | 998 | 1,635 | 196,188 | 0.83 |
| Arkansas | 798 | 1,160 | 1,958 | 102,777 | 1.91 |
| California | 14,529 | 936 | 15,465 | 1,750,520 | 0.88 |
| Colorado | 2,377 | 948 | 3,325 | 160,460 | 2.07 |
| Connecticut | 0 | 1,266 | 1,266 | 137,767 | 0.92 |
| Delaware | 943 | 40 | 983 | 31,924 | 3.08 |
| District of Columbia | 746 | 308 | 1,054 | 24,195 | 4.36 |
| Florida | 0 | 9,460 | 9,460 | 569,524 | 1.66 |
| Georgia | 2,703 | 189 | 2,892 | 325,338 | 0.89 |
| Hawaii | 2,853 | 793 | 3,646 | 57,865 | 6.30 |
| Idaho | 0 | 764 | 764 | 51,318 | 1.49 |
| Illinois | 2,483 | 5,030 | 7,513 | 555,545 | 1.35 |
| Indiana | 1,479 | 2,763 | 4,242 | 242,863 | 1.75 |
| Iowa | 0 | 969 | 969 | 111,648 | 0.87 |
| Kansas | 129 | 887 | 1,016 | 109,060 | 0.93 |
| Kentucky | 0 | 978 | 978 | 156,966 | 0.62 |
| Louisiana | 305 | 2,078 | 2,383 | 206,617 | 1.15 |
| Maine | 756 | 0 | 756 | 46,520 | 1.63 |
| Maryland | 0 | 3,356 | 3,356 | 224,834 | 1.49 |
| Massachusetts | 0 | 7,197 | 7,197 | 254,606 | 2.83 |
| Michigan | 458 | 3,004 | 3,462 | 411,802 | 0.84 |
| Minnesota | 0 | 2,436 | 2,436 | 193,956 | 1.26 |
| Mississippi | 134 | 80 | 214 | 126,082 | 0.17 |

**Table 2.3** (Continued)

| State | Other Programs | Chapter1 (SOP) | Birth through 2 Total | Population | Percentage of Population |
|---|---|---|---|---|---|
| Missouri | 0 | 2,087 | 2,087 | 222,191 | 0.94 |
| Montana | 0 | 402 | 402 | 34,437 | 1.17 |
| Nebraska | 0 | 722 | 722 | 67,649 | 1.07 |
| Nevada | 0 | 596 | 596 | 66,064 | 0.90 |
| New Hampshire | 19 | 661 | 680 | 46,280 | 1.47 |
| New Jersey | 464 | 2,369 | 2,833 | 349,884 | 0.81 |
| New Mexico | 950 | 67 | 1,017 | 82,771 | 1.23 |
| New York | 0 | 5,914 | 5,914 | 832,200 | 0.71 |
| North Carolina | 6,222 | 874 | 7,096 | 301,792 | 2.35 |
| North Dakota | 0 | 195 | 195 | 25,659 | 0.76 |
| Ohio | 13,945 | 0 | 13,945 | 485,629 | 2.87 |
| Oklahoma | 0 | 1,460 | 1,460 | 140,632 | 1.04 |
| Oregon | 0 | 1,271 | 1,271 | 124,222 | 1.02 |
| Pennslyvania | 0 | 6,227 | 6,227 | 481,857 | 1.29 |
| Puerto Rico | 4,325 | 0 | 4,325 | * | * |
| Rhode Island | 0 | 672 | 672 | 42,930 | 1.57 |
| South Carolina | 0 | 1,399 | 1,399 | 164,877 | 0.85 |
| South Dakota | 16 | 286 | 302 | 32,922 | 0.92 |
| Tennessee | 1,378 | 2,059 | 3,437 | 217,389 | 1.58 |
| Texas | 122 | 8,676 | 8,798 | 941,199 | 0.93 |
| Utah | 388 | 1,106 | 1,494 | 108,073 | 1.38 |
| Vermont | 13 | 160 | 173 | 22,333 | 0.77 |
| Virginia | 280 | 2,334 | 2,614 | 283,114 | 0.92 |
| West Virginia | 280 | 2,226 | 2,506 | 235,308 | 1.06 |
| Wisconsin | 202 | 1,307 | 1,509 | 64,625 | 2.34 |
| Wyoming | 0 | 2,998 | 2,998 | 206,904 | 1.45 |
| American Samoa | 0 | 427 | 427 | 19,959 | 2.14 |
| Guam | 0 | 0 | 0 | * | * |
| Northern Marianas | 86 | 18 | 104 | * | * |
| Palau | 44 | 44 | 88 | * | * |
| Virgin Islands | * | 5 | 5 | * | * |
| Bureau of Indian Affairs | * | 0 | 0 | * | * |
| | | | * | * | * |
| U.S. and Outlying Areas | 60,478 | 93,587 | 154,065 | 11,865,169 | 1.30 |
| 50 States, D.C., and P.R. | 60,348 | 93,520 | 153,868 | 11,865,169 | 1.30 |

Note: Data presented in the column "Chapter 1 (SOP)" were taken from the certified reports on the number of infants, toddlers, and children (birth through 21) served under Chapter 1 (SOP) and submitted by the Stated Educational Agencies. Data presented under "Other Programs" were taken from reports of the number of infants and toddlers served that were submitted by Part H Lead Agencies.

Note: Population figures are July estimates from the Bureau of the Census. No Census data are available for Outlying Areas.

Note: Data as of October 1, 1994

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

## THE RELATIONSHIP OF SECONDARY SCHOOL EXPERIENCES TO THE EARLY POST-SCHOOL RESULTS OF YOUTH WITH DISABILITIES

Since 1987, the National Longitudinal Transition Study of Special Education Students (NLTS) has helped document much of what is known nationally about the experiences of young Americans with disabilities while in secondary school and in the years immediately afterward. The NLTS has examined the various life paths of young adults after high school, such as participation in postsecondary education, employment, residential arrangements of various kinds, and marriage and parenthood. Chapter three of the *Seventeenth Annual Report to Congress* is based on that study and other research concerning the affect of time spent in regular education on post-school outcomes for young adults with disabilities.

NLTS data indicate that, among youth with disabilities out of secondary school for up to three years, 16.5 percent enrolled in academic postsecondary programs, and 14.7 percent in vocational postsecondary programs (Table 3.1). It also found that youth in some disability categories pursued postsecondary education in greater numbers than others.

Among students with disabilities who did participate in postsecondary academic programs, a large majority (70 percent) spent 75 percent or more of their time in high school in regular education.

No relationship is apparent between pursuing additional vocational training after high school and time in regular education. The percentage of time in regular education is similar for those who did and did not take post secondary vocational courses.

A primary indicator of academic performance is staying in school either until graduation or reaching the maximum



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age of attendance. Leaving school without a diploma or certificate of attendance or completion deprives a young person of the credential that is a prerequisite for many adult opportunities, particularly in the area of postsecondary education and training. Overall, 30 percent of students with disabilities who had been enrolled in 9th through 12th grades left school by dropping out. An additional 8 percent left school before reaching 9th grade. This drop out rate was particularly high for youth with specific learning disabilities or serious emotional disturbance. Of youth with specific learning disabilities who started the 9th grade, 29 percent dropped out, as did 48 percent of students with serious emotional disturbance.

Students with disabilities who spent more time in regular education courses in high school were more likely to be employed and to earn higher salaries than students who had taken fewer regular education courses.

The NLTS found that 28 percent of youth with disabilities, up to three years out of high school, were living independently. Two thirds of those living independently after high school had participated in regular education 75 percent or more of their time in high school. This compares with only 43 percent of those who were not living independently that had partcipated in regular education 75 percent or more.

Youth who had spent more time in regular education were significantly more likely to be fully participating in their communities. Community participation was a composite measure of independence, including employment status, postsecondary attendance, residential arrangement, and social activities. Youth with more time in regular education in their background also were less likely to be inactive in their communities on these dimensions. Table 3.5 shows that over 50 percent of students with disabilities who spent 75 percent or more of their time in regular education were employed or in school, not socially isolated, and either married or engaged.

Table 3.1 Post School Results for Youth Disabilities Up to 3 Years Out of Secondary School

| | All Conditions[a] | Specific Learning Disability | Serious Emotional Distrubance | Speech or Language Impairments | Mental Retardation | Visual Impairment | Hard of Hearing | Deaf | Orthopedic Impairment | Other Health Impairments | Multiple Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Percentage enrolled in postsecondary academic program since high school | 16.5 (2.1) | 18.7 (3.3) | 15.3 (4.7) | 37.0 (6.6) | 2.5 (1.6) | 53.9 (4.9) | 35.0 (4.8) | 28.3 (4.3) | 30.9 (5.5) | 35.1 (7.4) | 8.0 (4.0) |
| Percentage enrolled in postsecondary vocational program since high school | 14.7 (2.0) | 17.8 (3.2) | 13.3 (4.4) | 17.9 (5.3) | 5.7 (2.4) | 14.9 (3.5) | 20.0 (4.1) | 19.9 (3.8) | 13.4 (4.0) | 23.5 (6.5) | 4.0 (2.9) |
| Percentage currently competitively employed | 55.0 (2.8) | 63.1 (4.1) | 52.0 (6.5) | 58.5 (6.7) | 40.8 (5.0) | 30.3 (4.5) | 43.6 (5.0) | 24.8 (4.0) | 26.4 (5.2) | 47.5 (7.6) | 15.8 (5.2) |
| Average annual total compensation (dollars, all youth) | 5,524 (429) | 6,932 (724) | 5,310 (926) | 4,389 (829) | 3,078 (490) | 2,027 (488) | 2,773 (489) | 1,689 (387) | 1,636 (467) | 4,388 (954) | 778 (332) |
| Average annual total compensation (dollars, workers) | 10,840 (557) | 11,671 (808) | 11,267 (1,023) | 8,145 (1,087) | 8,274 (701) | 7,303 (*) | 7,596 (811) | 8,897 (906) | 7,586 (*) | 9,723 (*) | -- |
| Percentage living independently | 27.8 (2.5) | 33.9 (4.0) | 21.1 (5.1) | 36.4 (6.3) | 14.8 (3.5) | 39.3 (4.7) | 25.9 (4.4) | 32.3 (4.3) | 16.6 (4.3) | 17.2 (5.7) | 8.0 (3.9) |
| n | 1,763 | 265 | 119 | 115 | 188 | 235 | 211 | 253 | 161 | 101 | 100 |

a/ All conditions includes youth in each of the 11 Federal special education disability categories. Percentages are reported separately only for categories with at least 25 youth. Schools were those attended by youth with disabilities in the 1985-86 or 1986-87 school years; special and regular schools are included.

Source: The National Longitudinal Transition Study.

| Table 3.5 Dimensions of Community Participation and Regular Education | | | | | | |
|---|---|---|---|---|---|---|
| | Employed or in School | | Socially Isolated | | Married or Engaged | |
| | Yes | No | Yes | No | Yes | No |
| Percentage of youth with time in regular education | | | | | | |
| 0% - 25% | 16.3<br>(2.3) | 20.3<br>(5.7) | 30.6<br>(11.0) | 16.1<br>(2.1) | 10.3<br>(4.1) | 18.7<br>(2.4) |
| 26% - 74% | 30.7<br>(2.9) | 41.0<br>(6.9) | 43.4<br>(11.8) | 32.7<br>(2.7) | 33.4<br>(6.3) | 33.2<br>(2.9) |
| 75% - 100% | 53.0<br>(3.2) | 38.7<br>(6.9) | 26.0<br>(10.4) | 51.2<br>(2.9) | 56.3<br>(6.6) | 48.1<br>(3.1) |
| n = | 1,358 | 353 | 150 | 1,631 | 224 | 1,598 |

Note: Based on students in regular and special schools with at least one year of course data. Information gathered from 1990 student transcripts; 1987 school record abstracts; 1990 parent/youth interviews.

Note: Standard errors are in parentheses.

Source: "Traversing the Mainstream: Regular Education and Students with Disabilities in Secondary School," National Longitudinal Transition Study (NLTS): 1993.

## RESULTS FOR STUDENTS WITH DISABILITIES

The 4th chapter of the 17th Annual Report to Congress reports on the work of the National Center on Educational Outcomes (NCEO). Several NCEO activities are related to assessing the results of education for students with disabilities. Among these are developing a conceptual model of outcomes that is appropriate for all students, annual surveying of State assessment activities, and analyzing data on students with disabilities that currently exist in state and national data bases. This chapter describes NCEO's ongoing analyses of current state and national assessment practices for students with disabilities.

Based on the findings of the NCEO report *Special Education Outcomes 1991*, NCEO has concluded that States are making discernable progress in several aspects of the State level assessment of educational results for students with disabilities. This progress is evident in three critical areas: identifying students with disabilities, developing guidelines for participation of students with disabilities, and developing guidelines for accommodations.

State-level assessments continue to emphasize measurement of academic achievement. Of the 59 States and Outlying Areas surveyed in 1993, all but 6 included students with disabilities in their state-level academic assessment or did not have a State-level assessment. However, the increase in the number of States and Outlying Areas in which students with disabilities are included in assessments is not accompanied by an increase in the number with accessible achievement data on these students. In 1993, the 20 States and Outlying Areas that could not produce this data in 1992 were again unable to produce it.

In States where students with disabilities do participate in assessments, the percentage of all students with disabilities participating ranges from less than 10 percent to more than 90 percent, according to the State's own estimates. Three States and the District of Columbia increased the percentage of students with disabilities participating in statewide assessments in 1993.

Thirty-four States and four Outlying Areas indicated that in 1993 they had written guidelines about the participation of students with disabilities in statewide assessments. In 1991, 28 States and Outlying Areas had such guidelines; in 1992, 35 did.

Twenty-five States and two Outlying Areas indicated that in 1993 they had written guidelines for the use of accommodations in assessments of students with disabilities. Most States and Outlying Areas that had written guidelines include more than one type of accommodation in those guidelines. Alterations in presentation format (88 percent) and in timing or scheduling (80 percent) are most frequent.

In May, 1994, the NCEO convened a group of State assessment program directors, State special education directors, and other individuals knowledgeable about assessment and students with disabilities to discuss how decisions about participation and accommodations might be made (Ysseldyke, Thurlow, McGrew, & Shriner, 1994). The group's recommendations for statewide assessment practices related to students with disabilities were made in three areas: participation, accommodation and adaptations, and implementation checks. An example from each area is presented below:

- Include students with disabilities when testing assessment items in order to identify problems. In this way, instruments can be modified during the development phase to allow greater numbers of students with disabilities to participate meaningfully.

- Allow partial participation in an assessment. Some assessments have several components (e.g.,

reading, math, writing). When a student can participate in one component but not in others, the student should not be excluded from the entire assessment, but rather included in that component in which the student can participate. In other words, include students with disabilities in component(s) of an assessment even if they cannot take the entire assessment.

- Conduct follow-up studies to verify that the students who were excluded could not participate in the assessment with reasonable modifications. Report the results of the follow-up studies.

Prior to the 1990s, people with disabilities participated in national assessments at extremely low rates, and data were seldom reported for those who did participate. Now, however, people with disabilities are being included in assessments at an increasing rate. The 1992 National Adult Literacy Survey (NALS) included people with disabilities, and even though methodological inadequacies may have affected the reliability of the results for those people, it is notable that the attempt was made. In addition, during 1993-1994, the National Center for Educational Statistics (NCES) began making significant planning efforts to provide accommodations for and include students with disabilities in such assessments as the National Assessment of Educational Progress (NAEP). NCES has also begun work on a new data collection effort, the Early Childhood Longitudinal Study (ECLS). A kindergarten cohort is being tracked for five years. A birth cohort might also be tracked if other agencies wish to participate. Various ways for including students with disabilities in this study are being explored as the study is designed and the instruments are being developed. This approach to achieving inclusion is consistent with the recommendation by participants in a meeting of NCES personnel, NCEO, and other experts in assessment and national data collection programs (Ysseldyke, Thurlow, McGrew, & Vanderwood, 1994).

## FINANCING SERVICES FOR STUDENTS WITH DISABILITIES

Issues related to special education finance have gained considerable importance over the past few years. The continued growth in the number of children with disabilities and the cost of providing special education programs have focused increased attention on how resource constraints affect the quality of services provided. One of the primary objectives of the Center for Special Education Finance (CSEF) is to provide policy makers and administrators at the Federal, State, and Local Levels with data, analyses, expertise, and opportunities to share information about special education finance issues.

Chapter five of the *Seventeenth Annual Report to Congress* includes some of CSEF's research during its first two years of operation (FY 1993 and FY 1994). During that time, CSEF completed three major projects; a survey of State education funding reform trends, formulation of a set of fiscal policy guidelines for inclusion, and a case study of a State-level cost analysis project.

In 1994, CSEF surveyed special education personnel in all 50 states concerning special education reforms that might be taking place in their State. CSEF learned that during the last 5 years, 18 States had implemented some type of fiscal reform, and 29 States were considering major changes. Twenty States were undecided about carrying out any specific reforms at the time of the survey. Respondents identified five major issues driving reform: (1) the need for more flexible ways to provide special education; (2) the need to eliminate incentives that lead to restrictive placements; (3) the fact that reforms are driven by fiscal accountability; (4) rising special education costs and enrollments; (5) the influence of support for more inclusive school practices.

CSEF has developed a set of guidelines to develop fiscal policies that promote inclusion. They are: (1) remove fiscal incentives that favor restrictive and separate placements, (2) make decisions about the extent to which the States wishes to encourage private special education placements, (3) develop funding systems in which funds follow students as they move to less restrictive placements, (4) enhance fiscal support for district training, and (5) fund and encourage the use of appropriate interventions for all students.

CSEF conducted a special education cost study of Kentucky's approach to special education funding. The study also indicated that, despite a high degree of parity between special education revenues and costs statewide, considerable differences in the relative degree of alignment across individual types of districts were found. On average, total special education expenditures in relation to revenues were lowest in districts serving the poorest students and in the districts showing the highest special education identification rates. Finally, the study indicated that the funding weights currently in use in their State were apparently not aligned with the costs of educating some categories of special education students.

## ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH DISABILITIES

Chapter six of the Annual Report to Congress describes the efforts OSEP undertakes to assist a State and local educational agencies in educating all children and youth with disabilities and the refinements OSEP has made to its monitoring system.

OSEP and its customers recognize that an effective accountability system is critical to ensure continuous progress in achieving educational results for children with disabilities. Over the past two years, OSEP has worked--internally, with other components of the department, and with its customers--to reorient and strengthen its accountability system so that it will--in conjunction with OSEP's research, innovation, and technical assistance efforts --serve as an effective vehicle to support systemic reform that will produce better results for students with disabilities, while recognizing the need to continue to look at procedural compliance.

To this end, in the 1994-95 school year, OSEP refocused its monitoring procedures to place emphasis on those requirements that relate most directly to improving student results. Further, OSEP has sought and used broad public input in the monitoring process, has worked closely with States to ensure corrective action that results in legal compliance and improved results for students, and has continued to provide extensive technical assistance to States to assist them in meeting the requirements of Part B in a manner that supports improved results for students.

## SERVING STUDENTS WITH DISABILITIES IN RURAL AREAS

Special educators and administrators in rural areas face unique challenges in providing a free and public education to students with disabilities, as required by the Individuals with Disabilities Education Act (IDEA). Addressing these challenges successfully may have a lasting impact on the ability of students with disabilities in rural areas to obtain positive in-school and post-school outcomes.

Chapter seven of the *Annual Report to Congress* contains a review of the literature on the provision of services to students with disabilities in rural areas. Information from several data sources was used to describe the number and characteristics of students with disabilities in rural areas, the factors affecting the provision of special education to these students, and the types of services that are offered.

To describe the population of students with disabilities in rural school districts, data from the CCD Public School Universe File were used to designate districts as rural or non-rural. The resulting file was merged with data from the 1990 Office for Civil Rights Elementary and Secondary School Survey. Together, the data describe rural and non-rural school districts in terms of the disabilities and English proficiency of their students with disabilities during the 1990-91 school year. Also presented are data comparing rural and non-rural areas in terms of socioeconomic status.

The data presented in Table 7.1 indicates that the overall percentage of students with disabilities served in rural and non-rural districts is similar, as is the distribution across disability categories.

According to the Schools and Staffing Survey (SASS) data for the 1990-91 school year, public schools in rural areas served an estimated 497,000 students in special education programs. The Office for Civil Rights Elementary and Secondary School Survey, used in conjunction with the CCD Public School Universe File, produced a similar estimate of 475,510. Slight differences between the two surveys may be due to the different criteria used to define rural schools and school districts.

Rural school districts serve a larger percentage of children living in poverty than non-rural districts. A recent Children's Defense Fund report (Sherman, 1992) indicates that 22.9 percent of rural children live in poverty, compared to 20.6 percent of all American children and 20 percent of non-rural children. The report also reveals that 41 percent of poor rural children live in "extreme poverty," defined as a family income below 50 percent of the federal poverty threshold.

Rural districts serve a greater percentage of students with disabilities in regular classroom placements than do non-rural districts.

Factors such as availability of appropriate assessment instruments, placement in the least restrictive environment, availability of appropriate personnel, and maintaining active parental involvement can present challenges to staff in rural areas. However, data suggest that a smaller percentage of students with disabilities in rural school districts are placed in full time special education classes compared to non-rural districts.

Data from the National Longitudinal Transition study provide a great deal of information on services for secondary students with disabilities in rural, suburban, and urban schools. The data indicate that secondary students with disabilities spend over half the day studying academic subjects, such as language arts, mathematics, and science. In addition, 62 percent of secondary students with disabilities in rural schools took some kind of vocational education in their most recent year of schooling. Despite the fact that a wide range of vocational educational services are available in schools that students with disabilities attend, the percentage of students enrolling in such courses is very low. Twelve percent of secondary students with disabilities in rural schools receive testing/assessment services, 14 percent received specific job skills training, 12 percent received career counseling, and 12 percent received job placement services. It is unclear from theses data whether students chose not to enroll in the available vocational courses or if there were not enough spaces available to serve all those who requested such services. For those who did participate in vocational education, services averaged 150 hours per year.

Table 7-1 Estimated Number and Percentage of Students with Disabilities in Rural and Non-Rural School Districts During the 1990-91 School Year

| Disability | Rural | | Non-Rural | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Mental retardation | 55,061 | 1.25 | 495,094 | 1.36 |
| Hearing impairment | 4,587 | 0.11 | 40,541 | 0.11 |
| Speech/language impairment | 131,319 | 2.98 | 940,762 | 2.59 |
| Visual impairment | 1,710 | 0.04 | 16,603 | 0.05 |
| Serious emotional disturbance | 25,588 | 0.58 | 245,249 | 0.67 |
| Orthopedic impairment | 3,484 | 0.08 | 41,221 | 0.11 |
| Other health impairment | 5,104 | 0.12 | 47,189 | 0.13 |
| Specific learning disability | 243,269 | 5.52 | 1,724,647 | 4.75 |
| Deaf-blindness | 97 | 0.00 | 1,152 | 0.00 |
| Multiple impairments | 5,291 | 0.12 | 81,011 | 0.22 |
| All disabilities | 475,510 | 10.80 | 3,633,469[a] | 10.0 |

a/ The total number of students with disabilities in non-rural districts equal the sum of students reported in each disability category. Some districts reported different figures for 10 the total number of students, and 20 the number of disability. As a result, the figure presented is larger than the State-reported total number of students with disabilities in non-rural areas by 60,768 students.

Source: The 1990 Office for Civil Rights Elementary and Secondary School Survey and the 1990 Common Core of Data Public School Universe File. Data is for students pre-kindergarten through grade 12.

## DATA TABLES FROM THE 17TH ANNUAL REPORT TO CONGRESS

The full report includes an appendix with nearly 300 pages of data tables and accompanying notes. The following tables were selected to give the reader an idea of how major data types reported by each State compare with national trends.

**Table AA2** Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA; All Disabilities 1993-94

**Table AA4** Number of Children Age 6-21 Served IDEA, Part B and Chapter 1 of ESEA (SOP), By Disability 1993-94

**Table AA5** Number of Children Served Under Chapter 1 of ESEA (SOP); by Age Group 1992-93

**Table AA8** Number of Children Served under IDEA, Part B and Chapter 1 of ESEA (SOP); By Disability and Age 1993-94

**Table AA14** Percentage (Based on Estimated Resident Population) of Children Age 6-21 Served Under IDEA, PartB and Chapter 1 of ESEA (SOP) By Disability 1993-94

**Table AB2** Percentage of Children 6-21 Served in Different Educational Environments; All Disabilities 1991-92

**Table AB3** Percentage of Children Age 3-5 Served in Different Educational Environments; All Disabilities 1991-92

**Table AF1** Resident Population for Children Age 3-21 1976-93

**Table AG1** State Grant Awards Under Chapter 1 of ESEA (SOP). IDEA, Part B, Preschool Grant Program and Part H; Appropriation Year 1993; Allocation Year 1993-94

## Table AA2
### Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP)
### During the 1993-1994 School Year
### All Disabilities

| State | IDEA, Part B | Ch 1 of ESEA (SOP) | IDEA, Pt B & Ch 1 of ESEA (SOP) |
|---|---|---|---|
| Alabama | 97963 | 1817 | 99760 |
| Alaska | 14349 | 3657 | 18006 |
| Arizona | 67905 | 1625 | 69530 |
| Arkansas | 49808 | 3379 | 53187 |
| California | 529617 | 4390 | 533807 |
| Colorado | 62757 | 3838 | 66595 |
| Connecticut | 67101 | 4762 | 71863 |
| Delaware | 12419 | 2777 | 15196 |
| District of Columbia | 2055 | 4939 | 6994 |
| Florida | 272147 | 17392 | 289539 |
| Georgia | 120784 | 2359 | 123143 |
| Hawaii | 14125 | 1123 | 15248 |
| Idaho | 22256 | 1280 | 23536 |
| Illinois | 213184 | 44802 | 257986 |
| Indiana | 119629 | 8332 | 127961 |
| Iowa | 61878 | 1495 | 63373 |
| Kansas | 47481 | 2957 | 50438 |
| Kentucky | 79516 | 1023 | 80539 |
| Louisiana | 84853 | 2078 | 86931 |
| Maine | 28459 | 891 | 29350 |
| Maryland | 93236 | 4762 | 97998 |
| Massachusetts | 138136 | 22139 | 160275 |
| Michigan | 166049 | 15202 | 181251 |
| Minnesota | 88111 | 2807 | 90918 |
| Mississippi | 63425 | 728 | 64153 |
| Missouri | 110211 | 3797 | 114008 |
| Montana | 17882 | 519 | 18401 |
| Nebraska | 36238 | 874 | 37112 |
| Nevada | 24624 | 618 | 25242 |
| New Hampshire | 21602 | 1752 | 23354 |
| New Jersey | 185510 | 4493 | 190003 |
| New Mexico | 43178 | 296 | 43474 |
| New York | 346863 | 18834 | 365697 |
| North Carolina | 135067 | 1446 | 136513 |
| North Dakota | 11942 | 498 | 12440 |
| Ohio | 215081 | 4785 | 219875 |
| Oklahoma | 71169 | 1961 | 73130 |
| Oregon | 52288 | 10924 | 63212 |
| Pennsylvania | 187323 | 23503 | 210826 |
| Puerto Rico | 43780 | 0 | 43780 |
| Rhode Island | 22096 | 1486 | 23582 |
| South Carolina | 79908 | 2022 | 81930 |
| South Dakota | 15208 | 699 | 15907 |
| Tennessee | 115601 | 3545 | 119146 |
| Texas | 396160 | 15757 | 411917 |
| Utah | 49985 | 1965 | 51950 |
| Vermont | 9130 | 1322 | 10452 |
| Virginia | 128274 | 3325 | 131599 |
| Washington | 96667 | 4587 | 101254 |
| West Virginia | 42577 | 1951 | 44528 |
| Wisconsin | 97546 | 4866 | 102412 |
| Wyoming | 12029 | 451 | 12480 |
| American Samoa | 418 | 0 | 418 |
| Guam | 1610 | 172 | 1782 |
| Northern Marianas | 204 | 248 | 452 |
| Palau | 309 | 138 | 447 |
| Virgin Islands | 1271 | 175 | 1446 |
| Bureau of Indian Affairs | 6731 | 0 | 6731 |
| US & Outlying Areas | 5095514 | 277563 | 5373077 |
| 50 States/DC/PR | 5084971 | 276830 | 5361801 |

The figures represent children age 3 through 21 served under IDEA, Part B and Children from birth through age 21 served under Chapter 1 of ESEA(SOP).

As of October 1, 1994

Source: AR_AA2.SFW



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**Table AA4**
**Number of Children 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP)**
**By Disability**
**During the 1993-1994 School Year**

| State | All Disabilities | Specific Learning Disabilities | Speech or Language Impairments | Mental Retardation | Serious Emotional Disturbance | Multiple Disabilities | Hearing Impairments | Orthopedic Impairments |
|---|---|---|---|---|---|---|---|---|
| Alabama | 90599 | 38230 | 17438 | 24849 | 5614 | 1310 | 949 | 471 |
| Alaska | 15373 | 9638 | 3251 | 613 | 801 | 470 | 185 | 96 |
| Arizona | 61845 | 36222 | 11681 | 5594 | 4022 | 1237 | 1178 | 748 |
| Arkansas | 46215 | 25818 | 6718 | 10447 | 355 | 788 | 527 | 160 |
| California | 481746 | 294554 | 105924 | 26554 | 15636 | 5407 | 7860 | 9406 |
| Colorado | 59584 | 33399 | 8793 | 2744 | 8483 | 3076 | 912 | 1703 |
| Connecticut | 63988 | 33775 | 10536 | 4011 | 11068 | 1473 | 723 | 249 |
| Delaware | 13243 | 8291 | 1587 | 1634 | 903 | 0 | 109 | 332 |
| Dist of Columbia | 6394 | 3802 | 353 | 1172 | 762 | 10 | 2 | 72 |
| Florida | 258522 | 118655 | 69577 | 30380 | 29918 | 0 | 1868 | 4399 |
| Georgia | 111274 | 36126 | 24021 | 24999 | 21568 | 0 | 1247 | 753 |
| Hawaii | 13358 | 7276 | 2186 | 1563 | 1257 | 209 | 302 | 157 |
| Idaho | 19882 | 11895 | 3424 | 2767 | 416 | 331 | 299 | 155 |
| Illinois | 227640 | 115588 | 54479 | 23037 | 25877 | 0 | 2797 | 2490 |
| Indiana | 115087 | 49068 | 34453 | 19636 | 7179 | 848 | 1341 | 768 |
| Iowa | 56740 | 26682 | 8585 | 11220 | 7447 | 593 | 788 | 983 |
| Kansas | 44017 | 19740 | 10332 | 5264 | 4590 | 1529 | 550 | 468 |
| Kentucky | 66871 | 22927 | 18348 | 18132 | 3957 | 1178 | 793 | 399 |
| Louisiana | 75848 | 34467 | 16788 | 11948 | 5313 | 862 | 1335 | 1204 |
| Maine | 26477 | 12283 | 6012 | 1466 | 4096 | 1419 | 263 | 138 |
| Maryland | 85980 | 42903 | 23377 | 5455 | 5594 | 4426 | 1152 | 533 |
| Massachusetts | 139112 | 85103 | 21412 | 13572 | 11857 | 2423 | 1315 | 849 |
| Michigan | 161503 | 78069 | 34249 | 19057 | 17336 | 2149 | 2551 | 5885 |
| Minnesota | 78193 | 34165 | 13493 | 9728 | 15235 | 0 | 1577 | 1245 |
| Mississippi | 58257 | 30958 | 17490 | 7277 | 251 | 368 | 546 | 1115 |
| Missouri | 104900 | 56106 | 23148 | 12303 | 9085 | 539 | 1039 | 704 |
| Montana | 16270 | 9900 | 3159 | 1196 | 976 | 224 | 231 | 68 |
| Nebraska | 33384 | 14883 | 8375 | 4836 | 2712 | 381 | 602 | 500 |
| Nevada | 22027 | 13774 | 4286 | 1405 | 1237 | 327 | 215 | 166 |
| New Hampshire | 20793 | 11653 | 4385 | 846 | 1937 | 321 | 229 | 163 |
| New Jersey | 171978 | 93566 | 47005 | 4638 | 13818 | 9521 | 1263 | 503 |
| New Mexico | 39843 | 20287 | 11535 | 1895 | 3444 | 908 | 419 | 481 |
| New York | 319454 | 187210 | 35039 | 19227 | 44098 | 15198 | 5641 | 3031 |
| North Carolina | 121471 | 54971 | 25252 | 22401 | 9697 | 1321 | 1868 | 926 |
| North Dakota | 11104 | 5616 | 3150 | 1253 | 554 | 0 | 107 | 107 |
| Ohio | 203528 | 77875 | 50885 | 45617 | 10579 | 10677 | 2280 | 2258 |
| Oklahoma | 66503 | 34826 | 14232 | 11873 | 2265 | 1391 | 699 | 327 |
| Oregon | 57353 | 30270 | 13213 | 4388 | 3687 | 0 | 1537 | 1055 |
| Pennsylvania | 186578 | 88442 | 43034 | 29096 | 17492 | 804 | 2911 | 1195 |
| Puerto Rico | 39196 | 14477 | 2885 | 16287 | 976 | 1276 | 900 | 586 |
| Rhode Island | 20784 | 13148 | 3716 | 1044 | 1790 | 164 | 153 | 177 |
| South Carolina | 71359 | 30691 | 17823 | 14780 | 5048 | 334 | 942 | 731 |
| South Dakota | 13389 | 6809 | 3519 | 1408 | 604 | 472 | 168 | 128 |
| Tennessee | 107347 | 56896 | 24396 | 13170 | 3370 | 1764 | 1320 | 1091 |
| Texas | 373858 | 222432 | 64330 | 24034 | 32129 | 3016 | 5015 | 4301 |
| Utah | 46694 | 26324 | 7582 | 3342 | 5958 | 1440 | 654 | 203 |
| Vermont | 9220 | 4338 | 1816 | 1271 | 1103 | 94 | 144 | 85 |
| Virginia | 117328 | 60652 | 24994 | 13166 | 10669 | 2944 | 1202 | 750 |
| Washington | 86862 | 41126 | 15801 | 7610 | 5535 | 3037 | 2404 | 1167 |
| West Virginia | 39230 | 17977 | 10640 | 7280 | 2015 | 0 | 374 | 263 |
| Wisconsin | 86764 | 28718 | 16009 | 4582 | 12643 | 22944 | 359 | 645 |
| Wyoming | 10569 | 5546 | 2859 | 636 | 735 | 0 | 160 | 166 |
| American Samoa | 386 | 113 | 132 | 88 | 21 | 13 | 11 | 2 |
| Guam | 1591 | 1055 | 212 | 164 | 20 | 36 | 33 | 20 |
| Northern Marianas | 362 | 218 | 24 | 14 | 6 | 62 | 8 | 20 |
| Palau | 420 | 265 | 15 | 26 | 31 | 4 | 34 | 11 |
| Virgin Islands | 1325 | 435 | 134 | 608 | 26 | 42 | 17 | 1 |
| Bur of Indian Affairs | 6447 | 3787 | 1287 | 389 | 484 | 386 | 36 | 7 |
| US & Outlying Areas | 4786065 | 2444020 | 1009379 | 553992 | 414279 | 109746 | 64249 | 56616 |
| 50 States/DC/PR | 4775534 | 2438147 | 1007575 | 552703 | 413691 | 109203 | 64110 | 56555 |

As of October 1, 1993

**Table AA4**
Number of Children Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP)
By Disability
During the 1993-1994 School Year

| State | Other Health Impairments | Visual Impairments | Autism | Deaf-Blindness | Traumatic Brain Injury |
|---|---|---|---|---|---|
| Alabama | 1000 | 436 | 169 | 12 | 121 |
| Alaska | 204 | 43 | 28 | 14 | 30 |
| Arizona | 395 | 408 | 249 | 9 | 102 |
| Arkansas | 1057 | 181 | 88 | 7 | 69 |
| California | 10836 | 3129 | 1912 | 157 | 371 |
| Colorado | 0 | 304 | 32 | 60 | 78 |
| Connecticut | 1372 | 464 | 236 | 26 | 55 |
| Delaware | 0 | 92 | 135 | 75 | 5 |
| Dist of Columbia | 100 | 39 | 46 | 10 | 1 |
| Florida | 1641 | 1127 | 914 | 23 | 20 |
| Georgia | 1665 | 513 | 266 | 30 | 86 |
| Hawaii | 273 | 64 | 64 | 1 | 6 |
| Idaho | 369 | 79 | 61 | 8 | 78 |
| Illinois | 1728 | 1070 | 457 | 36 | 61 |
| Indiana | 496 | 592 | 453 | 61 | 192 |
| Iowa | 1 | 184 | 162 | 38 | 57 |
| Kansas | 1038 | 193 | 147 | 7 | 159 |
| Kentucky | 506 | 481 | 75 | 4 | 71 |
| Louisiana | 2871 | 461 | 527 | 11 | 61 |
| Maine | 571 | 91 | 80 | 7 | 51 |
| Maryland | 1736 | 469 | 191 | 38 | 106 |
| Massachusetts | 1125 | 588 | 550 | 38 | 280 |
| Michigan | 0 | 819 | 1388 | 0 | 0 |
| Minnesota | 1898 | 352 | 401 | 23 | 76 |
| Mississippi | 0 | 214 | 16 | 14 | 8 |
| Missouri | 995 | 369 | 399 | 77 | 136 |
| Montana | 321 | 80 | 41 | 23 | 51 |
| Nebraska | 785 | 208 | 37 | 3 | 62 |
| Nevada | 464 | 90 | 42 | 0 | 21 |
| New Hampshire | 1164 | 91 | 0 | 4 | 0 |
| New Jersey | 586 | 346 | 659 | 36 | 37 |
| New Mexico | 592 | 146 | 39 | 12 | 85 |
| New York | 5764 | 1651 | 2248 | 71 | 276 |
| North Carolina | 3415 | 611 | 917 | 14 | 78 |
| North Dakota | 169 | 54 | 27 | 50 | 17 |
| Ohio | 2158 | 978 | 136 | 16 | 69 |
| Oklahoma | 402 | 294 | 89 | 30 | 75 |
| Oregon | 1462 | 542 | 1051 | 16 | 132 |
| Pennsylvania | 164 | 1322 | 816 | 2 | 1300 |
| Puerto Rico | 783 | 619 | 353 | 37 | 17 |
| Rhode Island | 458 | 78 | 28 | 5 | 23 |
| South Carolina | 419 | 384 | 155 | 20 | 32 |
| South Dakota | 131 | 67 | 43 | 9 | 31 |
| Tennessee | 3989 | 849 | 374 | 14 | 114 |
| Texas | 14700 | 1959 | 1750 | 62 | 130 |
| Utah | 488 | 332 | 139 | 49 | 183 |
| Vermont | 289 | 36 | 28 | 1 | 15 |
| Virginia | 1738 | 501 | 629 | 1 | 82 |
| Washington | 9742 | 327 | 51 | 26 | 36 |
| West Virginia | 225 | 223 | 155 | 24 | 54 |
| Wisconsin | 534 | 272 | 23 | 4 | 31 |
| Wyoming | 359 | 51 | 17 | 0 | 40 |
| American Samoa | 0 | 2 | 0 | 3 | 1 |
| Guam | 29 | 15 | 2 | 3 | 2 |
| Northern Marianas | 2 | 0 | 6 | 2 | 0 |
| Palau | 5 | 26 | 0 | 3 | 0 |
| Virgin Islands | 14 | 2 | 1 | 45 | 0 |
| Bur of Indian Affairs | 51 | 17 | 1 | 1 | 1 |
| US & Outlying Areas | 83279 | 24935 | 18903 | 1372 | 5295 |
| 50 States/DC/PR | 83178 | 24873 | 18893 | 1315 | 5291 |

As of October 1, 1994

**Table AA8**
Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP)
By Disability and Age
During the 1993-1994 School Year

| Disability | Under 1 | 1yr | 2yrs | 3yrs | 4yrs | 5yrs | 6yrs | 7yrs | 8yrs |
|---|---|---|---|---|---|---|---|---|---|
| Specific Learning Disabilities | 0 | 0 | 0 | 0 | 0 | 0 | 35800 | 91307 | 162970 |
| Speech or Language Impairments | 0 | 0 | 0 | 0 | 0 | 0 | 198304 | 203777 | 183378 |
| Mental Retardation | 0 | 0 | 0 | 0 | 0 | 0 | 22256 | 31099 | 38111 |
| Serious Emotional Disturbance | 0 | 0 | 0 | 0 | 0 | 0 | 8376 | 14729 | 21713 |
| Multiple Disabilities | 0 | 0 | 0 | 0 | 0 | 0 | 9004 | 9224 | 9602 |
| Hearing Impairments | 0 | 0 | 0 | 0 | 0 | 0 | 4452 | 4847 | 5273 |
| Orthopedic Impairments | 0 | 0 | 0 | 0 | 0 | 0 | 5413 | 5605 | 5578 |
| Other Health Impairments | 0 | 0 | 0 | 0 | 0 | 0 | 5353 | 6940 | 8031 |
| Visual Impairments | 0 | 0 | 0 | 0 | 0 | 0 | 1556 | 1800 | 1927 |
| Autism | 0 | 0 | 0 | 0 | 0 | 0 | 2084 | 2024 | 2040 |
| Deaf-Blindness | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 99 | 105 |
| Traumatic Brain Injury | 0 | 0 | 0 | 0 | 0 | 0 | 253 | 296 | 338 |
| All Disabilities | 16716 | 33305 | 43566 | 98092 | 167736 | 227597 | 292951 | 371747 | 439066 |

| Disability | 9yrs | 10yrs | 11yrs | 12yrs | 13yrs | 14yrs | 15yrs | 16yrs | 17yrs |
|---|---|---|---|---|---|---|---|---|---|
| Specific Learning Disabilities | 219045 | 250419 | 261412 | 258475 | 253283 | 237473 | 212950 | 189323 | 149898 |
| Speech or Language Impairments | 142119 | 101595 | 66086 | 39870 | 26389 | 17257 | 11492 | 8644 | 6077 |
| Mental Retardation | 40640 | 43094 | 45703 | 46069 | 47862 | 47831 | 45762 | 43542 | 37884 |
| Serious Emotional Disturbance | 27234 | 32157 | 36710 | 40411 | 44956 | 46995 | 46412 | 41727 | 30182 |
| Multiple Disabilities | 9309 | 9056 | 8887 | 8177 | 7757 | 7270 | 6828 | 6474 | 5580 |
| Hearing Impairments | 5343 | 5436 | 5581 | 5392 | 5337 | 4897 | 4802 | 4432 | 4001 |
| Orthopedic Impairments | 5197 | 4932 | 4657 | 4174 | 3901 | 3734 | 3477 | 3237 | 2824 |
| Other Health Impairments | 7881 | 7724 | 7466 | 6592 | 6596 | 6424 | 5939 | 5803 | 4759 |
| Visual Impairments | 2169 | 2173 | 2116 | 2017 | 2051 | 1981 | 1904 | 1840 | 1665 |
| Autism | 1824 | 1643 | 1455 | 1160 | 1085 | 1032 | 935 | 807 | 756 |
| Deaf Blindness | 92 | 90 | 82 | 114 | 119 | 98 | 89 | 92 | 71 |
| Traumatic Brain Injury | 362 | 399 | 407 | 384 | 436 | 393 | 439 | 436 | 440 |
| All Disabilities | 461215 | 458718 | 440540 | 412835 | 399772 | 375385 | 341029 | 306357 | 224097 |

| Disability | 18yrs | 19yrs | 20yrs | 21yrs | 22yrs |
|---|---|---|---|---|---|
| Specific Learning Disabilities | 91362 | 23643 | 5233 | 1427 | 435 |
| Speech or Language Impairments | 3070 | 896 | 310 | 135 | 37 |
| Mental Retardation | 30319 | 16969 | 11205 | 5686 | 2506 |
| Serious Emotional Disturbance | 15251 | 4960 | 1815 | 651 | 170 |
| Multiple Disabilities | 4632 | 3534 | 2830 | 1582 | 398 |
| Hearing Impairments | 2778 | 1062 | 441 | 175 | 31 |
| Orthopedic Impairments | 1853 | 1036 | 602 | 396 | 142 |
| Other Health Impairments | 2388 | 856 | 367 | 162 | 13 |
| Visual Impairments | 971 | 430 | 241 | 94 | 31 |
| Autism | 757 | 612 | 432 | 257 | 165 |
| Deaf Blindness | 73 | 73 | 48 | 27 | 3 |
| Traumatic Brain Injury | 372 | 188 | 103 | 49 | 0 |
| All Disabilities | 153826 | 54259 | 23627 | 10641 | 3931 |

As of October 1, 1994



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## Table AA14
Percentage (based on estimated resident population) of Children 6-21 Served
Under IDEA, Part B and Chapter 1 of ESEA (SOP)
By Disability
During the 1993-1994 School Year

| State | All Disabilities | Specific Learning Disabilities | Speech or Language Impairments | Mental Retardation | Serious Emotional Disturbance | Multiple Disabilities | Hearing Impairments | Orthopedic Impairments |
|---|---|---|---|---|---|---|---|---|
| Alabama | 9.30 | 3.92 | 1.79 | 2.55 | 0.58 | 0.13 | 0.10 | 0.05 |
| Alaska | 9.89 | 6.20 | 2.09 | 0.39 | 0.52 | 0.30 | 0.12 | 0.06 |
| Arizona | 6.89 | 4.04 | 1.30 | 0.62 | 0.45 | 0.14 | 0.13 | 0.08 |
| Arkansas | 8.06 | 4.50 | 1.17 | 1.82 | 0.06 | 0.14 | 0.09 | 0.03 |
| California | 6.97 | 4.26 | 1.53 | 0.38 | 0.23 | 0.08 | 0.11 | 0.14 |
| Colorado | 7.38 | 4.13 | 1.09 | 0.34 | 1.05 | 0.38 | 0.11 | 0.21 |
| Connecticut | 9.83 | 5.19 | 1.62 | 0.62 | 1.70 | 0.23 | 0.11 | 0.04 |
| Delaware | 8.91 | 5.58 | 1.07 | 1.10 | 0.61 | 0.00 | 0.13 | 0.22 |
| Dist of Columbia | 6.60 | 3.92 | 0.36 | 1.21 | 0.79 | 0.01 | 0.03 | 0.07 |
| Florida | 9.65 | 4.43 | 2.60 | 1.13 | 1.12 | 0.00 | 0.07 | 0.16 |
| Georgia | 6.92 | 2.25 | 1.49 | 1.55 | 1.34 | 0.00 | 0.08 | 0.05 |
| Hawaii | 5.23 | 2.85 | 0.86 | 0.61 | 0.49 | 0.08 | 0.12 | 0.06 |
| Idaho | 6.65 | 3.98 | 1.15 | 0.93 | 0.14 | 0.11 | 0.10 | 0.05 |
| Illinois | 8.68 | 4.41 | 2.08 | 0.88 | 0.99 | 0.00 | 0.11 | 0.09 |
| Indiana | 8.70 | 3.71 | 2.61 | 1.49 | 0.54 | 0.06 | 0.10 | 0.06 |
| Iowa | 8.62 | 4.05 | 1.30 | 1.70 | 1.13 | 0.09 | 0.12 | 0.15 |
| Kansas | 7.35 | 3.30 | 1.73 | 0.88 | 0.77 | 0.26 | 0.09 | 0.08 |
| Kentucky | 7.52 | 2.58 | 2.06 | 2.04 | 0.45 | 0.13 | 0.09 | 0.04 |
| Louisiana | 6.92 | 3.15 | 1.53 | 1.09 | 0.48 | 0.08 | 0.12 | 0.11 |
| Maine | 9.54 | 4.42 | 2.17 | 0.53 | 1.48 | 0.51 | 0.09 | 0.05 |
| Maryland | 8.30 | 4.14 | 2.26 | 0.53 | 0.54 | 0.43 | 0.11 | 0.05 |
| Massachusetts | 11.72 | 7.17 | 1.80 | 1.14 | 1.00 | 0.20 | 0.11 | 0.07 |
| Michigan | 7.34 | 3.55 | 1.56 | 0.87 | 0.79 | 0.10 | 0.12 | 0.27 |
| Minnesota | 7.38 | 3.23 | 1.27 | 0.92 | 1.44 | 0.00 | 0.15 | 0.12 |
| Mississippi | 8.49 | 4.51 | 2.55 | 1.06 | 0.04 | 0.05 | 0.08 | 0.16 |
| Missouri | 8.77 | 4.69 | 1.93 | 1.03 | 0.76 | 0.05 | 0.09 | 0.06 |
| Montana | 7.83 | 4.76 | 1.52 | 0.58 | 0.47 | 0.11 | 0.11 | 0.03 |
| Nebraska | 8.58 | 3.82 | 2.15 | 1.24 | 0.70 | 0.10 | 0.15 | 0.13 |
| Nevada | 7.68 | 4.80 | 1.49 | 0.49 | 0.43 | 0.11 | 0.07 | 0.06 |
| New Hampshire | 8.52 | 4.77 | 1.80 | 0.35 | 0.79 | 0.13 | 0.09 | 0.07 |
| New Jersey | 10.77 | 5.86 | 2.94 | 0.29 | 0.87 | 0.60 | 0.08 | 0.03 |
| New Mexico | 9.68 | 4.93 | 2.80 | 0.46 | 0.84 | 0.22 | 0.10 | 0.12 |
| New York | 8.46 | 4.96 | 0.93 | 0.51 | 1.17 | 0.40 | 0.15 | 0.08 |
| North Carolina | 8.05 | 3.64 | 1.67 | 1.48 | 0.64 | 0.09 | 0.12 | 0.06 |
| North Dakota | 7.14 | 3.61 | 2.02 | 0.81 | 0.36 | 0.00 | 0.07 | 0.07 |
| Ohio | 8.10 | 3.10 | 2.02 | 1.81 | 0.42 | 0.42 | 0.09 | 0.09 |
| Oklahoma | 8.55 | 4.48 | 1.83 | 1.53 | 0.29 | 0.18 | 0.09 | 0.04 |
| Oregon | 8.40 | 4.43 | 1.93 | 0.64 | 0.54 | 0.00 | 0.23 | 0.15 |
| Pennsylvania | 7.39 | 3.50 | 1.70 | 1.15 | 0.69 | 0.03 | 0.12 | 0.05 |
| Puerto Rico | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rhode Island | 10.27 | 6.50 | 1.84 | 0.52 | 0.88 | 0.08 | 0.08 | 0.09 |
| South Carolina | 8.39 | 3.61 | 2.10 | 1.74 | 0.59 | 0.04 | 0.11 | 0.09 |
| South Dakota | 7.34 | 3.73 | 1.93 | 0.77 | 0.33 | 0.26 | 0.09 | 0.07 |
| Tennessee | 9.46 | 5.01 | 2.15 | 1.16 | 0.30 | 0.16 | 0.12 | 0.10 |
| Texas | 8.43 | 5.02 | 1.45 | 0.54 | 0.72 | 0.07 | 0.11 | 0.10 |
| Utah | 8.00 | 4.51 | 1.30 | 0.57 | 1.02 | 0.25 | 0.11 | 0.03 |
| Vermont | 7.14 | 3.36 | 1.41 | 0.98 | 0.85 | 0.07 | 0.11 | 0.07 |
| Virginia | 8.41 | 4.35 | 1.79 | 0.94 | 0.76 | 0.21 | 0.09 | 0.05 |
| Washington | 7.28 | 3.45 | 1.33 | 0.64 | 0.46 | 0.25 | 0.20 | 0.10 |
| West Virginia | 9.38 | 4.30 | 2.55 | 1.74 | 0.48 | 0.00 | 0.09 | 0.06 |
| Wisconsin | 7.32 | 2.42 | 1.35 | 0.39 | 1.07 | 1.94 | 0.03 | 0.05 |
| Wyoming | 8.36 | 4.39 | 2.26 | 0.50 | 0.58 | 0.00 | 0.13 | 0.13 |
| American Samoa | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Palau | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Virgin Islands | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bur of Indian Affairs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 50 States/DC | 8.19 | 4.19 | 1.74 | 0.93 | 0.71 | 0.19 | 0.11 | 0.10 |

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on U.S. Census Bureau estimated resident population, by state, for July 1993.

As of October 1, 1993



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## Table AA14
### Percentage (based on estimated resident population) of Children 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) By Disability During the 1993-1994 School Year

| State | Other Health Impairments | Visual Impairments | Autism | Deaf-Blindness | Traumatic Brain Injury |
|---|---|---|---|---|---|
| Alabama | 0.10 | 0.04 | 0.02 | 0.00 | 0.01 |
| Alaska | 0.13 | 0.03 | 0.02 | 0.01 | 0.02 |
| Arizona | 0.04 | 0.05 | 0.03 | 0.00 | 0.01 |
| Arkansas | 0.18 | 0.03 | 0.02 | 0.00 | 0.01 |
| California | 0.16 | 0.05 | 0.03 | 0.00 | 0.01 |
| Colorado | 0.00 | 0.04 | 0.00 | 0.01 | 0.01 |
| Connecticut | 0.21 | 0.07 | 0.04 | 0.00 | 0.01 |
| Delaware | 0.00 | 0.06 | 0.09 | 0.05 | 0.00 |
| Dist of Columbia | 0.10 | 0.04 | 0.05 | 0.01 | 0.00 |
| Florida | 0.06 | 0.04 | 0.03 | 0.00 | 0.00 |
| Georgia | 0.10 | 0.03 | 0.02 | 0.00 | 0.01 |
| Hawaii | 0.11 | 0.03 | 0.03 | 0.00 | 0.00 |
| Idaho | 0.12 | 0.03 | 0.02 | 0.00 | 0.03 |
| Illinois | 0.07 | 0.04 | 0.02 | 0.00 | 0.00 |
| Indiana | 0.04 | 0.04 | 0.03 | 0.00 | 0.01 |
| Iowa | 0.00 | 0.03 | 0.02 | 0.01 | 0.01 |
| Kansas | 0.17 | 0.03 | 0.02 | 0.00 | 0.03 |
| Kentucky | 0.06 | 0.05 | 0.01 | 0.00 | 0.01 |
| Louisiana | 0.26 | 0.04 | 0.05 | 0.00 | 0.01 |
| Maine | 0.21 | 0.03 | 0.03 | 0.00 | 0.02 |
| Maryland | 0.17 | 0.05 | 0.02 | 0.00 | 0.01 |
| Massachusetts | 0.09 | 0.05 | 0.05 | 0.00 | 0.02 |
| Michigan | 0.00 | 0.04 | 0.06 | 0.00 | 0.00 |
| Minnesota | 0.18 | 0.03 | 0.04 | 0.00 | 0.01 |
| Mississippi | 0.00 | 0.03 | 0.00 | 0.00 | 0.00 |
| Missouri | 0.08 | 0.03 | 0.03 | 0.01 | 0.01 |
| Montana | 0.15 | 0.04 | 0.02 | 0.01 | 0.02 |
| Nebraska | 0.20 | 0.05 | 0.01 | 0.01 | 0.02 |
| Nevada | 0.16 | 0.03 | 0.01 | 0.00 | 0.01 |
| New Hampshire | 0.48 | 0.04 | 0.00 | 0.00 | 0.00 |
| New Jersey | 0.04 | 0.02 | 0.04 | 0.00 | 0.00 |
| New Mexico | 0.14 | 0.04 | 0.01 | 0.00 | 0.02 |
| New York | 0.15 | 0.04 | 0.05 | 0.00 | 0.01 |
| North Carolina | 0.23 | 0.04 | 0.05 | 0.00 | 0.01 |
| North Dakota | 0.11 | 0.03 | 0.02 | 0.03 | 0.01 |
| Ohio | 0.09 | 0.04 | 0.01 | 0.00 | 0.00 |
| Oklahoma | 0.05 | 0.04 | 0.01 | 0.00 | 0.01 |
| Oregon | 0.21 | 0.08 | 0.15 | 0.00 | 0.02 |
| Pennsylvania | 0.01 | 0.05 | 0.03 | 0.00 | 0.05 |
| Puerto Rico | 0 | 0 | 0 | 0 | 0 |
| Rhode Island | 0.23 | 0.04 | 0.01 | 0.00 | 0.01 |
| South Carolina | 0.05 | 0.05 | 0.02 | 0.00 | 0.00 |
| South Dakota | 0.07 | 0.04 | 0.02 | 0.00 | 0.02 |
| Tennessee | 0.35 | 0.07 | 0.03 | 0.00 | 0.01 |
| Texas | 0.33 | 0.04 | 0.04 | 0.00 | 0.00 |
| Utah | 0.08 | 0.06 | 0.02 | 0.01 | 0.03 |
| Vermont | 0.22 | 0.03 | 0.02 | 0.00 | 0.01 |
| Virginia | 0.12 | 0.04 | 0.05 | 0.00 | 0.01 |
| Washington | 0.82 | 0.03 | 0.00 | 0.00 | 0.00 |
| West Virginia | 0.05 | 0.05 | 0.04 | 0.01 | 0.01 |
| Wisconsin | 0.05 | 0.02 | 0.00 | 0.00 | 0.00 |
| Wyoming | 0.28 | 0.04 | 0.01 | 0.00 | 0.03 |
| American Samoa | 0 | 0 | 0 | 0 | 0 |
| Guam | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas | 0 | 0 | 0 | 0 | 0 |
| Palau | 0 | 0 | 0 | 0 | 0 |
| Virgin Islands | 0 | 0 | 0 | 0 | 0 |
| Bur of Indian Affairs | 0 | 0 | 0 | 0 | 0 |
| US & Outlying Areas | 0.14 | 0.04 | 0.03 | 0.00 | 0.01 |
| 50 States/DC/PR | | | | | |

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on U.S. Census Bureau estimated resident population, by state, for July 1993.

**Table AB2**
**Percentage of Children 6-21 Served in Different Educational Environments**
**Under IDEA, Part B and Chapter 1 of ESEA (SOP)**
**All Disabilities**
**During the 1992-1993 School Year**

| State | Regular Class | Resource Room | Separate Class | Public Separate Facility | Private Separate Facility | Public Residential Facility | Private Residential Facility | Homebound Hospital Environment |
|---|---|---|---|---|---|---|---|---|
| Alabama | 48.32 | 24.39 | 25.01 | 1.06 | 0.16 | 0.53 | 0.24 | 0.28 |
| Alaska | 51.51 | 35.19 | 12.31 | 0.30 | 0.34 | 0.13 | 0.19 | 0.03 |
| Arizona | 5.98 | 67.66 | 22.20 | 1.84 | 1.25 | 0.31 | 0.51 | 0.26 |
| Arkansas | 39.23 | 43.28 | 14.35 | 0.37 | 0.92 | 0.94 | 0.53 | 0.36 |
| California | 50.85 | 22.79 | 23.17 | 0.94 | 1.28 | 0.22 | 0.28 | 0.46 |
| Colorado | 23.20 | 60.09 | 13.63 | 0.73 | 0.05 | 0.89 | 0.83 | 0.58 |
| Connecticut | 52.32 | 21.28 | 19.81 | 2.21 | 2.81 | 0.04 | 1.09 | 0.44 |
| Delaware | 33.81 | 32.44 | 24.42 | 8.26 | 0.01 | 0.30 | 0.07 | 0.70 |
| Dist of Columbia | 9.50 | 22.67 | 43.70 | 11.80 | 8.09 | 0.03 | 3.80 | 0.40 |
| Florida | 43.37 | 24.59 | 27.45 | 3.62 | 0.24 | 0.40 | 0.01 | 0.32 |
| Georgia | 43.47 | 30.12 | 25.03 | 0.53 | 0.03 | 0.62 | 0.07 | 0.12 |
| Hawaii | 39.89 | 32.83 | 26.18 | 0.29 | 0.06 | 0 | 0.04 | 0.71 |
| Idaho | 66.20 | 23.55 | 8.80 | 0.85 | 0.14 | 0.16 | 0.05 | 0.26 |
| Illinois | 25.18 | 36.55 | 30.90 | 3.38 | 2.46 | 0.72 | 0.32 | 0.49 |
| Indiana | 59.63 | 11.76 | 26.33 | 1.60 | 0.00 | 0.45 | 0.13 | 0.11 |
| Iowa | 17.24 | 66.15 | 13.82 | 1.32 | 0 | 0.78 | 0.49 | 0.20 |
| Kansas | 52.27 | 27.35 | 16.25 | 1.69 | 0.26 | 1.75 | 0.27 | 0.17 |
| Kentucky | 39.86 | 44.05 | 13.34 | 1.02 | 0.06 | 1.00 | 0.04 | 0.63 |
| Louisiana | 34.28 | 18.11 | 43.01 | 2.05 | 0.28 | 1.66 | 0.12 | 0.50 |
| Maine | 48.74 | 36.68 | 11.76 | 0.77 | 0.71 | 0.06 | 0.83 | 0.46 |
| Maryland | 46.74 | 17.27 | 27.50 | 5.13 | 1.69 | 0.70 | 0.71 | 0.26 |
| Massachusetts | 61.77 | 15.67 | 16.28 | 1.87 | 2.96 | 0 | 0.56 | 0.89 |
| Michigan | 46.40 | 27.04 | 21.95 | 4.07 | 0 | 0.29 | 0.15 | 0.10 |
| Minnesota | 51.85 | 34.15 | 8.42 | 3.12 | 0.62 | 1.47 | 0.18 | 0.19 |
| Mississippi | 31.84 | 39.91 | 26.76 | 0.48 | 0.05 | 0.44 | 0.06 | 0.47 |
| Missouri | 34.86 | 41.20 | 18.40 | 4.03 | 0.85 | 0.26 | 0.22 | 0.18 |
| Montana | 58.62 | 30.68 | 9.21 | 0.24 | 0 | 0.34 | 0.40 | 0.50 |
| Nebraska | 61.18 | 23.23 | 13.00 | 1.11 | 0.23 | 0.74 | 0.10 | 0.40 |
| Nevada | 32.59 | 47.66 | 14.56 | 4.17 | 0.08 | 0.05 | 0.04 | 0.86 |
| New Hampshire | 53.02 | 23.69 | 17.28 | 2.34 | 1.68 | 0.30 | 1.55 | 0.14 |
| New Jersey | 31.35 | 27.24 | 31.03 | 4.35 | 5.19 | 0.31 | 0.07 | 0.44 |
| New Mexico | 40.97 | 27.38 | 30.25 | 0.20 | 0.01 | 1.03 | 0.04 | 0.14 |
| New York | 24.23 | 26.74 | 37.67 | 7.95 | 2.07 | 0.36 | 0.47 | 0.51 |
| North Carolina | 55.49 | 24.08 | 17.17 | 1.66 | 0.18 | 0.75 | 0.27 | 0.39 |
| North Dakota | 76.80 | 12.28 | 9.19 | 0.65 | 0.08 | 0.70 | 0.47 | 0.33 |
| Ohio | 34.72 | 37.33 | 15.86 | 4.41 | 5.91 | 0.37 | 0 | 1.40 |
| Oklahoma | 48.56 | 32.89 | 16.64 | 0.74 | 0.09 | 0.65 | 0.12 | 0.31 |
| Oregon | 65.17 | 23.57 | 8.51 | 0.52 | 1.15 | 0.36 | 0.21 | 0.51 |
| Pennsylvania | 37.02 | 28.20 | 29.52 | 2.64 | 1.50 | 0.60 | 0.28 | 0.24 |
| Puerto Rico | 5.48 | 52.13 | 34.18 | 2.89 | 0.91 | 0.37 | 0.21 | 3.83 |
| Rhode Island | 51.88 | 17.37 | 25.52 | 0.54 | 2.48 | 0 | 1.36 | 0.86 |
| South Carolina | 31.85 | 40.36 | 25.27 | 1.44 | 0.04 | 0.76 | 0.02 | 0.27 |
| South Dakota | 64.75 | 23.67 | 6.84 | 0.88 | 0.75 | 1.12 | 1.92 | 0.06 |
| Tennessee | 48.49 | 30.03 | 18.43 | 0.85 | 0.60 | 0.48 | 0.02 | 1.11 |
| Texas | 25.21 | 46.02 | 24.70 | 1.03 | 0.06 | 1.45 | 0.01 | 1.51 |
| Utah | 41.32 | 33.97 | 20.87 | 2.60 | 0 | 0.94 | 0 | 0.29 |
| Vermont | 88.65 | 3.06 | 4.39 | 0.88 | 0.83 | 0.09 | 1.53 | 0.57 |
| Virginia | 38.42 | 32.39 | 26.15 | 0.94 | 0.69 | 0.82 | 0.39 | 0.20 |
| Washington | 50.74 | 30.88 | 17.05 | 0.36 | 0.25 | 0.30 | 0.02 | 0.39 |
| West Virginia | 6.62 | 69.91 | 21.63 | 0.77 | 0.27 | 0.57 | 0.05 | 0.17 |
| Wisconsin | 35.45 | 41.86 | 20.80 | 1.10 | 0.03 | 0.57 | 0.00 | 0.17 |
| Wyoming | 49.32 | 38.68 | 9.25 | 0.56 | 0.24 | 1.38 | 0.46 | 0.12 |
| American Samoa | 77.36 | 8.36 | 2.96 | 11.32 | 0 | 0 | 0 | 0 |
| Guam | 34.94 | 38.77 | 24.78 | 1.00 | 0.38 | 0.06 | 0 | 0.06 |
| Northern Marianas | 81.61 | 12.71 | 2.34 | 0 | 2.68 | 0 | 0 | 0.67 |
| Palau | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Virgin Islands | 22.82 | 12.62 | 57.52 | 3.52 | 0 | 0 | 2.31 | 1.21 |
| Bur of Indian Affairs | 50.46 | 41.00 | 6.32 | 0 | 0 | 0.33 | 1.89 | 0 |
| US & Outlying Areas | 39.82 | 31.67 | 23.45 | 2.44 | 1.24 | 0.58 | 0.26 | 0.54 |
| 50 States/DC/PR | 39.81 | 31.66 | 23.47 | 2.44 | 1.24 | 0.58 | 0.25 | 0.54 |

As of October 1, 1994

**Table AB3**
**Percentage of Children 3-5 Served in Different Educational Environments**
**Under IDEA, Part B and Chapter 1 of ESEA (SOP)**
**All Disabilities**
**During the 1992-1993 School Year**

| State | Regular Class | Resource Room | Separate Class | Public Separate Facility | Private Separate Facility | Public Residential Facility | Private Residential Facility | Homebound Hospital Environment |
|---|---|---|---|---|---|---|---|---|
| Alabama | 81.11 | 1.76 | 10.90 | 4.22 | 0.43 | 0.39 | 0.17 | 1.02 |
| Alaska | 48.24 | 47.06 | 4.71 | 0 | 0 | 0 | 0 | 0 |
| Arizona | 14.06 | 50.13 | 30.74 | 0.30 | 4.34 | 0 | 0.15 | 0.27 |
| Arkansas | 56.86 | 8.29 | 12.07 | 0.54 | 12.63 | 0.23 | 0.14 | 9.23 |
| California | 50.63 | 6.92 | 37.18 | 3.06 | 0.47 | 0.13 | 0.01 | 1.59 |
| Colorado | 38.26 | 18.74 | 34.76 | 5.56 | 1.73 | 0.19 | 0.22 | 0.54 |
| Connecticut | 34.77 | 9.60 | 49.84 | 3.31 | 2.01 | 0 | 0.02 | 0.44 |
| Delaware | 44.24 | 0.17 | 44.96 | 9.58 | 0.22 | 0 | 0 | 0.83 |
| Dist of Columbia | 33.56 | 9.33 | 36.00 | 9.56 | 4.22 | 0 | 0 | 7.33 |
| Florida | 44.69 | 18.46 | 31.83 | 3.02 | 1.48 | 0.09 | 0 | 0.43 |
| Georgia | 50.36 | 25.44 | 18.32 | 2.76 | 0.74 | 0.03 | 0.09 | 2.27 |
| Hawaii | 21.87 | 9.45 | 66.88 | 0.74 | 0.85 | 0 | 0 | 0.21 |
| Idaho | 43.56 | 16.12 | 28.24 | 9.53 | 1.51 | 0.14 | 0.07 | 0.83 |
| Illinois | 44.62 | 3.37 | 41.47 | 8.43 | 1.01 | 0.50 | 0 | 0.60 |
| Indiana | 66.53 | 0.95 | 22.42 | 6.95 | 1.59 | 0.60 | 0.21 | 0.75 |
| Iowa | 49.68 | 2.64 | 42.52 | 2.71 | 0 | 0.37 | 0.40 | 1.68 |
| Kansas | 38.96 | 40.03 | 4.85 | 7.25 | 3.78 | 0.23 | 0 | 4.89 |
| Kentucky | 84.89 | 8.82 | 2.56 | 1.69 | 1.16 | 0.02 | 0 | 0.87 |
| Louisiana | 41.42 | 3.69 | 49.11 | 4.58 | 0.82 | 0.16 | 0.04 | 0.19 |
| Maine | 62.01 | 2.80 | 6.61 | 3.40 | 14.98 | 0 | 0.22 | 9.97 |
| Maryland | 53.75 | 31.96 | 5.62 | 3.66 | 3.21 | 0.27 | 0 | 1.54 |
| Massachusetts | 86.20 | 2.26 | 9.29 | 0.25 | 1.72 | 0 | 0.03 | 0.25 |
| Michigan | 47.02 | 3.32 | 40.11 | 9.21 | 0 | 0.06 | 0.02 | 0.26 |
| Minnesota | 31.04 | 15.35 | 34.01 | 16.61 | 0.41 | 0.15 | 0.81 | 1.82 |
| Mississippi | 50.37 | 17.95 | 26.82 | 2.95 | 0.50 | 0.32 | 0 | 1.10 |
| Missouri | 25.68 | 7.20 | 50.88 | 9.04 | 5.64 | 0.16 | 0 | 1.41 |
| Montana | 61.74 | 18.16 | 18.97 | 0.86 | 0 | 0.05 | 0.05 | 0.16 |
| Nebraska | 62.12 | 4.43 | 19.53 | 4.40 | 0.69 | 0.10 | 0 | 8.73 |
| Nevada | 28.40 | 6.88 | 47.49 | 15.41 | 0.43 | 0 | 0 | 1.39 |
| New Hampshire | 46.23 | 7.59 | 34.88 | 5.68 | 1.51 | 0 | 0.58 | 3.53 |
| New Jersey | 43.56 | 1.14 | 41.94 | 6.85 | 5.68 | 0.61 | 0 | 0.22 |
| New Mexico | 29.43 | 3.17 | 64.55 | 0.19 | 0.35 | 0.35 | 0 | 1.95 |
| New York | 26.65 | 4.31 | 24.87 | 17.10 | 25.39 | 0.22 | 0.07 | 1.38 |
| North Carolina | 72.43 | 5.24 | 13.12 | 5.09 | 2.85 | 0.23 | 0.28 | 0.75 |
| North Dakota | 45.23 | 7.45 | 30.59 | 11.87 | 1.04 | 0.78 | 0.09 | 2.95 |
| Ohio | 53.21 | 2.22 | 31.89 | 7.08 | 5.41 | 0 | 0 | 0.19 |
| Oklahoma | 66.47 | 3.58 | 23.32 | 5.11 | 0.11 | 0.49 | 0.23 | 0.69 |
| Oregon | 53.96 | 4.30 | 25.56 | 5.05 | 4.79 | 0 | 0 | 6.34 |
| Pennsylvania | 41.28 | 9.53 | 45.91 | 0.82 | 2.21 | 0.17 | 0.08 | 0.01 |
| Puerto Rico | 49.58 | 3.99 | 43.10 | 0.60 | 0.27 | 0.13 | 0.07 | 2.26 |
| Rhode Island | 46.27 | 12.51 | 34.95 | 0.93 | 5.15 | 0 | 0.05 | 0.15 |
| South Carolina | 68.15 | 10.77 | 15.68 | 2.22 | 0.46 | 0.15 | 0 | 2.58 |
| South Dakota | 51.23 | 14.40 | 29.02 | 2.99 | 0.31 | 0.04 | 0.44 | 1.58 |
| Tennessee | 71.46 | 8.14 | 16.05 | 2.51 | 1.02 | 0.11 | 0 | 0.70 |
| Texas | 24.75 | 45.28 | 24.64 | 1.08 | 0.06 | 2.66 | 0.01 | 1.54 |
| Utah | 46.92 | 4.38 | 15.03 | 2.11 | 0 | 0 | 0 | 31.55 |
| Vermont | 48.82 | 0.39 | 22.34 | 6.40 | 8.46 | 0 | 0.30 | 13.29 |
| Virginia | 43.70 | 6.00 | 36.59 | 4.30 | 0.52 | 0.11 | 0.01 | 8.77 |
| Washington | 35.15 | 13.73 | 44.69 | 3.59 | 1.68 | 0.24 | 0.01 | 0.91 |
| West Virginia | 8.19 | 61.12 | 24.66 | 2.05 | 0.59 | 0.38 | 0 | 3.02 |
| Wisconsin | 37.51 | 11.41 | 48.49 | 2.21 | 0.02 | 0.23 | 0.02 | 0.11 |
| Wyoming | 77.73 | 17.44 | 4.41 | 0 | 0 | 0.42 | 0 | 0 |
| American Samoa | 100.00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam | 61.93 | 8.52 | 19.32 | 10.23 | 0 | 0 | 0 | 0 |
| Northern Marianas | 100.00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Palau | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Virgin Islands | 9.52 | 9.52 | 80.95 | 0 | 0 | 0 | 0 | 0 |
| Bur of Indian Affairs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| US & Outlying Areas | 47.55 | 12.23 | 30.59 | 4.80 | 2.86 | 0.33 | 0.07 | 1.57 |
| 50 States/DC/PR | 47.54 | 12.94 | 30.59 | 4.80 | 2.86 | 0.33 | 0.07 | 1.57 |

As of October 1, 1994



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## Table AF1
## Estimated Resident Population for Children 3-21

| State | Number | | | Change in Number | | Percentage Change in Number | |
|---|---|---|---|---|---|---|---|
| | 1976-77 | 1992-93 | 1993-94 | 1993-94 Less 1976-77 | 1993-94 Less 1992-93 | 1993-94 Less 1976-77 | 1993-94 Less 1992-93 |
| Alabama | 1276000 | 1155768 | 1150796 | -125204 | -4972 | -9.81 | -0.43 |
| Alaska | 171000 | 184188 | 190048 | 19048 | 5860 | 11.14 | 3.18 |
| Arizona | 788000 | 1065950 | 1087540 | 299540 | 21590 | 38.01 | 2.03 |
| Arkansas | 704000 | 670305 | 676241 | -27759 | 5936 | -3.94 | 0.89 |
| California | 7092000 | 8404782 | 8494967 | 1402967 | 90185 | 19.78 | 1.07 |
| Colorado | 900000 | 942826 | 968237 | 68237 | 25411 | 7.58 | 2.70 |
| Connecticut | 1021000 | 794300 | 793603 | -227397 | -697 | -22.27 | -0.09 |
| Delaware | 205000 | 178772 | 179541 | -25459 | 769 | -12.42 | 0.43 |
| Dist of Columbia | 227000 | 125646 | 119587 | -107413 | -6059 | -47.32 | -4.82 |
| Florida | 2525000 | 3194673 | 3245308 | 720308 | 50635 | 28.53 | 1.58 |
| Georgia | 1778000 | 1896573 | 1927741 | 149741 | 31168 | 8.42 | 1.64 |
| Hawaii | 321000 | 302533 | 308221 | -12779 | 5688 | -3.98 | 1.88 |
| Idaho | 297000 | 340956 | 350546 | 53546 | 9590 | 18.03 | 2.81 |
| Illinois | 3802000 | 3140735 | 3151782 | -650218 | 11047 | -17.10 | 0.35 |
| Indiana | 1854000 | 1565409 | 1564553 | -289447 | -856 | -15.61 | -0.05 |
| Iowa | 970000 | 779259 | 776089 | -193911 | -3170 | -19.99 | -0.41 |
| Kansas | 763000 | 708859 | 713268 | -49732 | 4409 | -6.52 | 0.62 |
| Kentucky | 1181000 | 1042458 | 1044565 | -136435 | 2107 | -11.55 | 0.20 |
| Louisiana | 1444000 | 1299603 | 1297078 | -146922 | -2325 | -10.17 | -0.18 |
| Maine | 368000 | 327976 | 328943 | -39057 | 967 | -10.61 | 0.29 |
| Maryland | 1437000 | 1248747 | 1263030 | -173970 | 14283 | -12.11 | 1.14 |
| Massachusetts | 1930000 | 1453544 | 1442646 | -487354 | -10898 | -25.25 | -0.75 |
| Michigan | 3267000 | 2629520 | 2634648 | -632352 | 5128 | -19.36 | 0.20 |
| Minnesota | 1393000 | 1247292 | 1267385 | -125615 | 20093 | -9.02 | 1.61 |
| Mississippi | 882000 | 804162 | 806963 | -75037 | 2801 | -8.51 | 0.35 |
| Missouri | 1587000 | 1414507 | 1424982 | -162018 | 10475 | -10.21 | 0.74 |
| Montana | 265000 | 237166 | 244597 | -20403 | 7431 | -7.70 | 3.13 |
| Nebraska | 528000 | 460216 | 462186 | -65814 | 1970 | -12.46 | 0.43 |
| Nevada | 211000 | 336618 | 351039 | 140039 | 14421 | 66.37 | 4.28 |
| New Hampshire | 281000 | 292214 | 295373 | 14373 | 3159 | 5.11 | 1.08 |
| New Jersey | 2398000 | 1914046 | 1938259 | -459741 | 24213 | -19.17 | 1.27 |
| New Mexico | 447000 | 480808 | 491856 | 44856 | 11248 | 10.03 | 2.34 |
| New York | 5814000 | 4574769 | 4579146 | -1234854 | 4377 | -21.24 | 0.10 |
| North Carolina | 1883000 | 1789361 | 1807451 | -75549 | 18090 | -4.01 | 1.01 |
| North Dakota | 230000 | 183594 | 183212 | -46788 | -382 | -20.34 | -0.21 |
| Ohio | 3687000 | 2982279 | 2992418 | -694582 | 10139 | -18.84 | 0.34 |
| Oklahoma | 906000 | 910566 | 918744 | 12744 | 8178 | 1.41 | 0.90 |
| Oregon | 752000 | 796281 | 813502 | 61502 | 17221 | 8.18 | 2.16 |
| Pennsylvania | 3793000 | 3018856 | 3017814 | -775186 | -1042 | -20.44 | -0.03 |
| Puerto Rico | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rhode Island | 308000 | 248603 | 244380 | -63620 | -4223 | -20.66 | -1.70 |
| South Carolina | 1035000 | 1013215 | 1012933 | -22067 | -282 | -2.13 | -0.03 |
| South Dakota | 241000 | 212441 | 216254 | -24746 | 3813 | -10.27 | 1.79 |
| Tennessee | 1413000 | 1335112 | 1346819 | -66181 | 11707 | -4.68 | 0.88 |
| Texas | 4446000 | 5237382 | 5315955 | 869955 | 78573 | 19.57 | 1.50 |
| Utah | 481000 | 675822 | 690260 | 209260 | 14438 | 43.51 | 2.14 |
| Vermont | 168000 | 154802 | 154007 | -13993 | -795 | -8.33 | -0.51 |
| Virginia | 1754000 | 1658593 | 1674928 | -79072 | 16335 | -4.51 | 0.98 |
| Washington | 1217000 | 1393266 | 1431406 | 214406 | 38140 | 17.62 | 2.74 |
| West Virginia | 592000 | 487541 | 482975 | -109025 | -4566 | -18.42 | -0.94 |
| Wisconsin | 1613000 | 1396590 | 1407063 | -205937 | 10473 | -12.77 | 0.75 |
| Wyoming | 136000 | 145920 | 147632 | 11632 | 1712 | 8.55 | 1.17 |
| American Samoa | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Palau | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Virgin Islands | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bur of Indian Affairs | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 50 States/DC | 72782000 | 68855004 | 69428517 | -3353483 | 573513 | -4.61 | 0.83 |

Population counts are July estimates from the U.S. Bureau of the Census.

As of October 1, 1994

**Table AG1**
**State Grant Awards Under IDEA, Part B, Chapter 1 of ESEA (SOP), Preschool Grant Program and Part-H**
**Appropriation Year 1994; Allocation Year 1994-1995**

| State | IDEA, Pt B | Ch 1 of ESEA (SOP) | Preschool Grant Program | Part H |
|---|---|---|---|---|
| Alabama | 40487044 | 579621 | 5840375 | 3636547 |
| Alaska | 5924843 | 1736490 | 1213290 | 1237632 |
| Arizona | 28038640 | 520906 | 4710003 | 3922215 |
| Arkansas | 20579011 | 1080103 | 3666800 | 2054731 |
| California | 218652251 | 1548379 | 36119473 | 34996612 |
| Colorado | 25912980 | 1459233 | 4258563 | 3207936 |
| Connecticut | 28411084 | 3342398 | 5537762 | 2754255 |
| Delaware | 5127927 | 1244714 | 1355738 | 1237632 |
| Dist of Columbia | 848530 | 2345234 | 168670 | 1237632 |
| Florida | 112372162 | 6487254 | 14031500 | 11385994 |
| Georgia | 49872897 | 751991 | 8113877 | 6504198 |
| Hawaii | 5832351 | 452897 | 761141 | 1237632 |
| Idaho | 9189720 | 405197 | 1846865 | 1237632 |
| Illinois | 88025762 | 18592344 | 17545222 | 11106525 |
| Indiana | 49395986 | 3080745 | 7127370 | 4855347 |
| Iowa | 25561181 | 540498 | 3999180 | 2232081 |
| Kansas | 19605370 | 1085100 | 3809957 | 2180341 |
| Kentucky | 32832935 | 356380 | 8993370 | 3138084 |
| Louisiana | 35036635 | 657812 | 6381820 | 4130713 |
| Maine | 11751000 | 376658 | 2006322 | 1237632 |
| Maryland | 38498058 | 2261188 | 6099759 | 4494909 |
| Massachusetts | 57037707 | 10466861 | 7822602 | 5090115 |
| Michigan | 68563258 | 7029386 | 10959297 | 8232797 |
| Minnesota | 36381895 | 1105294 | 7288244 | 3877592 |
| Mississippi | 26188804 | 230456 | 4035323 | 2520647 |
| Missouri | 45507201 | 1318929 | 4950960 | 4442070 |
| Montana | 7689619 | 199402 | 1282742 | 1237632 |
| Nebraska | 14963025 | 314900 | 2127510 | 1352447 |
| Nevada | 10167491 | 222664 | 1856079 | 1320760 |
| New Hampshire | 8940323 | 754341 | 1230299 | 1237632 |
| New Jersey | 76736808 | 2133456 | 11023080 | 6996924 |
| New Mexico | 17828619 | 93702 | 2504537 | 1654768 |
| New York | 143223129 | 8983135 | 28368449 | 16637446 |
| North Carolina | 55770487 | 472151 | 9999012 | 6033463 |
| North Dakota | 4930969 | 157647 | 752637 | 1237632 |
| Ohio | 88812768 | 1973861 | 11585077 | 9708755 |
| Oklahoma | 29386377 | 621091 | 3845540 | 2811532 |
| Oregon | 21590227 | 4738979 | 2450676 | 2483462 |
| Pennsylvania | 77347801 | 11160163 | 10840236 | 9633345 |
| Puerto Rico | 18077191 | 0 | 3248669 | 3630290 |
| Rhode Island | 9123655 | 716533 | 1460625 | 1237632 |
| South Carolina | 32994796 | 640084 | 6429303 | 3296241 |
| South Dakota | 6279532 | 221275 | 1560552 | 1237632 |
| Tennessee | 47732785 | 1122205 | 6850269 | 4346068 |
| Texas | 163578343 | 5317121 | 20063089 | 18816567 |
| Utah | 20639296 | 622040 | 2759668 | 2160809 |
| Vermont | 3791338 | 781587 | 703737 | 1237632 |
| Virginia | 54146100 | 1401199 | 8618469 | 5660050 |
| Washington | 39914751 | 1768881 | 8324360 | 4706307 |
| West Virginia | 17580660 | 732521 | 2726359 | 1291991 |
| Wisconsin | 40277699 | 2216484 | 8959353 | 4136450 |
| Wyoming | 4966892 | 196069 | 1051707 | 1237632 |
| American Samoa | 2413677 | 0 | 22678 | 475322 |
| Guam | 5831408 | 67396 | 97092 | 1045571 |
| Northern Marianas | 1488454 | 113906 | 16300 | 296165 |
| Palau | 679688 | 43685 | 12048 | 98472 |
| Virgin Islands | 4421064 | 75456 | 46065 | 619990 |
| Bur of Indian Affairs | 26539333 | 0 | 0 | 3094080 |
| US & Outlying Areas | 2134996033 | 116878800 | 339257000 | 253152000 |
| 50 States/DC/PR | 2102125413 | 116577559 | 339062817 | 247526400 |

State grant awards are initial allocations for the 1994 appropriation.

As of October 1, 1994

***National Association of State Directors of Special Education, Inc.***
**1800 Diagonal Road, Suite 320, Alexandria, VA 22314**

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